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ABSTRACT

A textbook on United States government is written for immigrants studying for American citizenship. It is designed in a way that encourages students to practice all of their English skills (listening, speaking, reading, and writing) in each lesson. Most lessons have five parts: pre-reading, information, reading, testing skills, and review. The 25 chapters cover the following subjects: introduction to government; the Constitution; executive branch; election process; legislative branch; judicial branch; checks and balances; state government; and local government. Study questions, notes to instructors, a vocabulary index, and an answer key are appended. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

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Immigration and Naturalization Service

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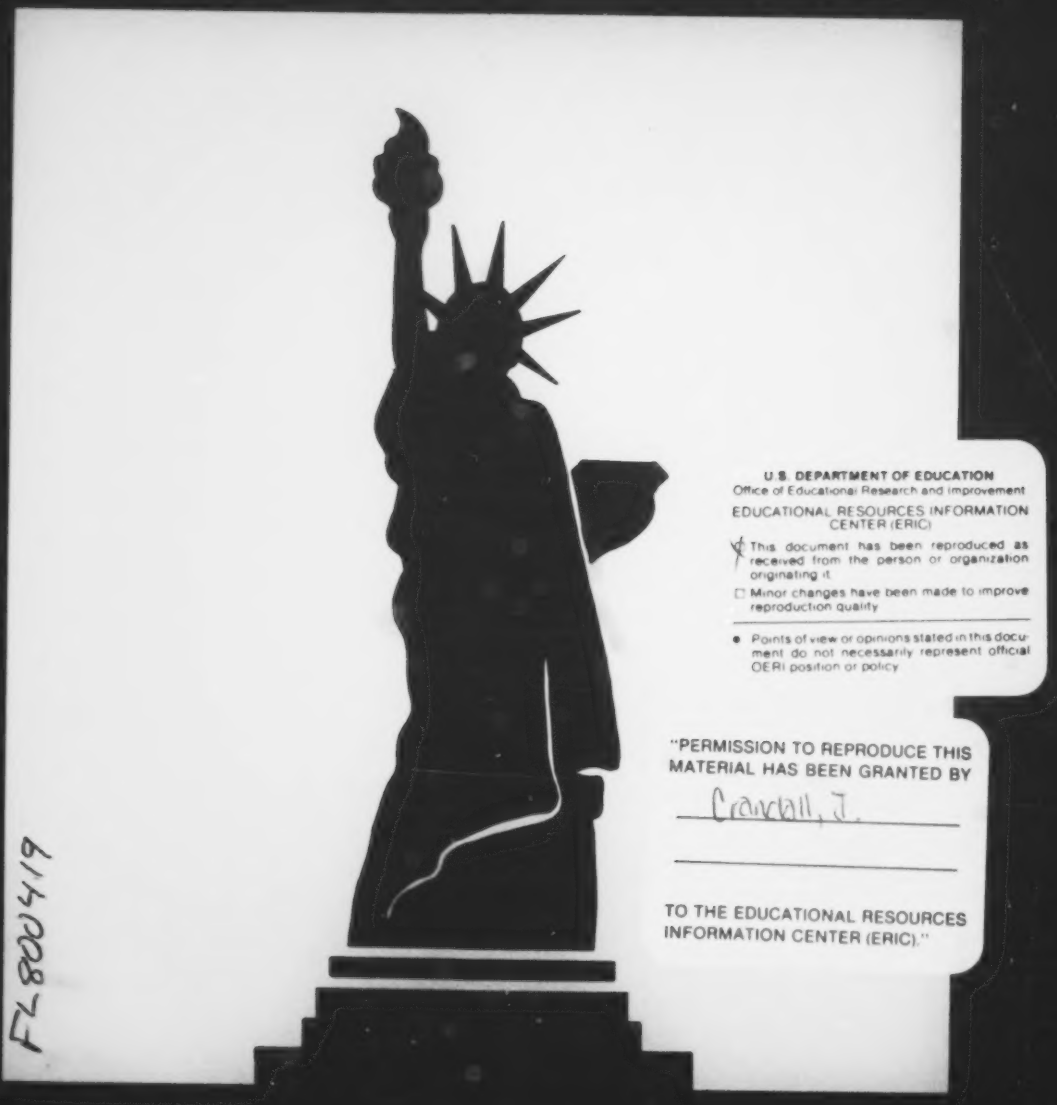

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U.S. Government Structure

An English as a Second Language Text

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BY THE PEOPLE...

U.S. GOVERNMENT STRUCTURE

An English as a Second Language Text

IMMIGRATION AND NATURALIZATION SERVICE
U.S. DEPARTMENT OF JUSTICE

M - 303
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TO THE STUDENT

We wrote this book for you. We hope you will think the lessons are interesting. We hope you will enjoy learning about the U.S. government. The lessons can help you become better residents and citizens of the US.

Each lesson has a title. It tells you the subject of each lesson. Under each title there will be one or two objectives. These objectives say what you will learn from the lesson.

You will have to practice all your English skills in these lessons -- listening, speaking, reading and writing. Most of the lessons have 5 parts:

I. **Pre-Reading**
II. **Information**
III. **Reading**
IV. **Testing skills**
V. **Review**

I. Pre-Reading

At the beginning of every lesson, **Pre-Reading,** you will find some questions to discuss with a partner, in a small group or with the class. These questions will be about some pictures and some ideas about government.

After the discussion, you will find some new vocabulary words. Their definitions will help you understand the lesson. Some of these words have other definitions, too. Sometimes you will have a written exercise to do.

Some exercises will tell you to guess. Guessing means you do not really know the answers. You give your ideas about what you <u>think</u> the answer will be.

Other exercises will ask you to scan a paragraph. When you scan you do not read everything. You look for specific information. You can review your answers for the guessing and scanning exercises at the end of the lesson.

II. **Information**

The **Information** is always on a chart or in a diagram. It shows you the main points of each lesson.

First, think about the title. Next, read the information on the page carefully. Ask yourself questions about the information. For example, if the lesson is about the President, you can ask:

Who is the President?
What does the President do?
Where does the President live?

Finally, do the exercises -- *Using the Information.* Look at the Information page (and sometimes the Vocabulary) to help you complete the speaking, listening and writing exercises.

III. **Reading**

The **Reading** is usually one to five paragraphs long. Sometimes the Reading will give you more information about the main points. Sometimes the Reading will give you new information.

First, think about the title.
Next, read the paragraphs quickly for a general idea.
Then, read the paragraphs again carefully.

Finally, do the exercise(s) -- *Using the Reading.* Look at the Reading (and sometimes the Information) to help you complete the exercise(s).

IV. **Testing skills**

The **Testing skills** help you test yourself. Can you answer the questions without looking at the Information and the Reading? If you cannot answer the test questions, you should look back at the Information and Reading again.

You will learn about many different types of tests. Some of the tests are oral and some are written. We included some ideas about how to answer oral questions. This section will help you prepare for the citizenship test.

V. **Review**

The last part of every lesson is the **Review.** The Review has the most important things for you to remember. There are usually 1 - 5 questions. If you cannot answer the review questions, you should look back at the Information and Reading again. If you can answer the review questions, you can go on to the next lesson.

What should you do if you are **not in a class**? What should you do if you are studying **alone?**

If you are studying alone, show the lessons to your friends, or someone in your family, or someone at work. Ask people to help you practice your English. Ask them to be your partner for the speaking exercises. Ask them to do the group discussions with you.

You can also read the section: To The Instructor. This section gives some more information to the instructor about the lessons. It also explains how to do some of the different exercises.

Answer Key

There is also an Answer Key in the back of the book. After you finish the exercises, you can look at the Answer Key to check your answers. If your answer is wrong, look at the Reading and Information again. Try to find the correct answer.

Sometimes there is more than one possible answer. For example, the discussion questions can have many answers. These questions do not have answers in the Answer Key. Also, the Pre-Reading *Oral* and the Review questions are not in the Answer Key. You need to learn those answers yourself.

Deborah J. Short
Margaret Seufert-Bosco
Allene Guss Grognet

GLOSSARY

Before you begin, look at the following words and definitions. These are important words you will need to understand the lessons. Ask someone to help you with these words or use your dictionary.

Citizen: If you are born in the U.S., you can be a citizen. If your parents are citizens and you are born in another country, you can be a citizen. If you are an immigrant, you can become a citizen after 3 - 5 years.

Constitution: A plan of government; rules for governing

Democracy: A type of government; in a democracy the people make a lot of decisions; the people vote for their leaders

Duty: A responsibility; something you have to do

(to) ***Elect:*** Choose by voting

Freedom: Liberty; the ability to do, say, think, or write your ideas

Judge: The person who is the head of a court; a justice

Jury: A group of citizens; they listen to a case in court and make a decision about the case

Law: Rules of a government; laws tells us things we can do and things we cannot do

Legal: Following the law
Illegal: Not following the law

Powers: Special responsibilities from the Constitution

Principles: general rules and basic ideas

Republican form of government: like a democractic government; usually has a head of state (for example, a president); the citizens elect officials to represent their interests

Resident Alien: An immigrant with a green card; someone with legal permission to live and work in the U.S. A resident alien gets a green card from the Immigration and Naturalization Service (INS).

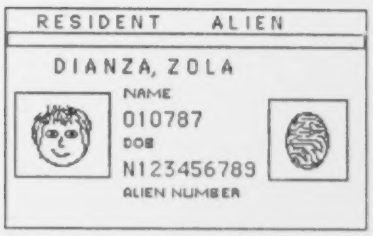
Rights: Basic things we can do; our freedoms and privileges

LESSON 1 AN INTRODUCTION TO GOVERNMENT

Objectives Explain why we have governments
Identify 3 levels of government

Pre-Reading
Oral: Look at these pictures. Talk to your partner. Think of a word (or a few words) for each picture. Use these words:

world Mexico federal green card
state citizen local



Vocabulary:

Look at the words on the left. They are important words. We will use these words many times in this book.

Read the sentences on the right. Can you find the word on the left in the sentence on the right? Circle the word.

government	The government makes laws for a country and helps the people.
federal	The national or federal government is for all of a country.
states	There are 50 states in the U.S.
local	I live in Texas. My city is Brownsville. Brownsville is my local area.
county	A county is a small part of a state. Miami is a city in Florida. Miami is in Dade County, Florida.
laws	Laws tell us things we can do and things we cannot do.

Map skills: Use maps of the world, the U.S. and your country.

1) Find the U.S.
2) Find your country.
3) Find your state in the U.S.
4) Find your state or province in your country.
5) Find your local area (city, county, town) in the U.S.
6) Find your local area in your country.

Information

Levels Of Government

	Level	What it does
1. Washington, D.C.	federal	makes laws for all of the country
2. Illinois	state	makes laws for one state
3. Chicago	local	makes laws for a small area in a state (city, county, etc.)

Using the Information:

A. Look at the chart above. It has three columns. The first column gives you examples of different levels of government in the U.S.: Washington, D.C., Illinois, and Chicago.

1. The second column lists the three levels of government. The levels are: _____, state and local.

2. The third column tells the about actions of the levels of government. Which level makes laws for all the country?

3. Which level makes laws for a small area?

B. Form a small group. Talk about U.S. laws you know.
Make a list of some laws. Share your list with the other groups.
Are U.S. laws the same or different from laws in your country?

Reading

Governments

The world is very big. There are many people in the world. There are many countries in the world. Every country has a government . The government makes the laws. The laws are for all the people in the country. The governments help people live together.

There are many different kinds of governments. In the U.S., we have a democracy. The citizens in a democracy choose people to be the leaders of the government by voting.

Using the Reading:
C. Answer these questions:

1) What does the government do?

2) What kind of government do we have in the U.S.?

3) What kind of government does your country have?

Testing skills

You will read many questions in exercises and on tests. Try to find the question word(s). This word helps you find the correct answer. For example, the question word "**who**" tells you to give a name.

Look at the questions below. Circle the question word. Write an answer.

1) (Where) do you live?

2) When did you come to the U.S.?

3) How many states are in the U.S.?

You will see many **muitiple choice** exercises in this book and on tests. First, read the question or top sentence. Then, read the choices below. One of the choices is the best. Circle the letter for the best answer:

Example: How many levels of government do we have in the U.S.?
a. one (b) three c. five

1) What level makes laws for all the country?
a. local b. state c. federal

2) What level makes laws for a city?
a. local b. state c. federal

3) What level makes laws for California?
a. local b. state c. federal

Review

What are the 3 levels of the U.S. government?

Why do we have governments?

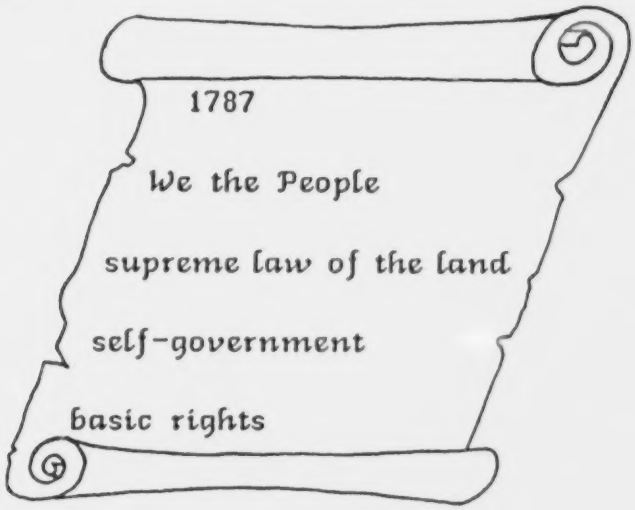
LESSON 2 THE CONSTITUTION: THE SUPREME LAW OF THE LAND

Objective

Explain the concept of a constitution
Identify the three main principles of the Constitution

Pre-Reading

Oral: Look at the picture below. It lists important ideas in the U.S. Constitution.



Discuss the following questions with the class.

1) Does your country have a constitution?
2) How old is your constitution?
3) How old is the U.S. Constitution?
4) What ideas are in a constitution?

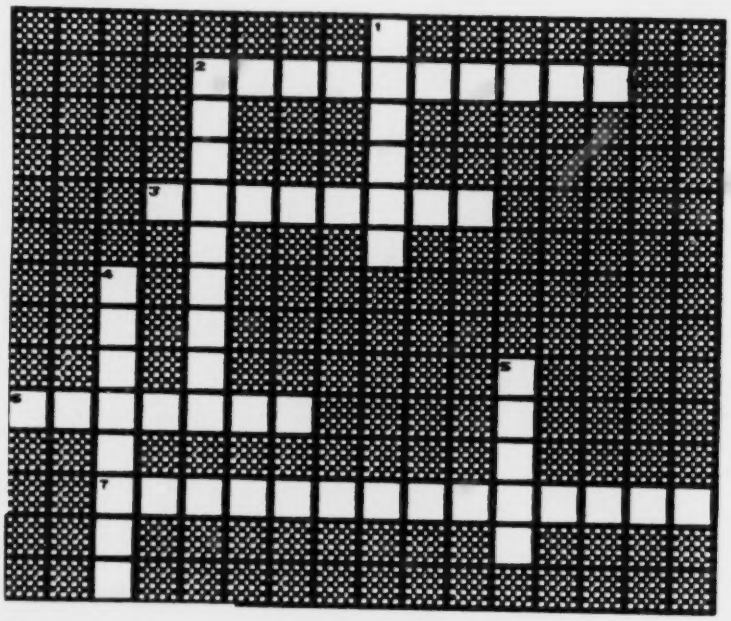
Written: Read the following sentences. Do you think they are true (**T**) or false (**F**)? Circle T or F.

1)	The Constitution is very important in the U.S.	T	F
2)	The Constitution tells us about basic rights.	T	F
3)	The President makes all the laws in the U.S.	T	F
4)	We wrote a new constitution 100 years ago.	T	F

Vocabulary:

Use the following vocabulary words to finish the crossword puzzle. The meanings are below. You can use a dictionary to help you:

representative
supreme
government
guarantee
branch
protects
property
trial



***Across*:**

2) Ruling a country by the people is self-_ _ _ _ _ _ _ _ _ _.
3) Defends = _ _ _ _ _ _ _ _.
6) The highest = _ _ _ _ _ _ _.
7) Someone acting in your place = _ _ _ _ _ _ _ _ _ _ _ _ _ _.

Down:

1) Part of the U.S. government = a _ _ _ _ _ _ of the U.S. government
2) Promise = _ _ _ _ _ _ _ _ _.
4) Possession, something you own = _ _ _ _ _ _ _ _.
5) Legal action in court = _ _ _ _ _.

Information

Three Main Principles of the Constitution

1	2	3
Basic Rights	**Government By The People**	**Separation Of Powers**
Freedom of speech Freedom of religion Right to have a trial Right to own property	People vote for their representatives People can ask for new laws or changes	3 branches of government with different powers

Using the Information:

A. Complete the following paragraph. Use these words:

second three principles religion basic by different

There are three main 1) principles of the U.S. Constitution. The first one guarantees 2) _____ rights. It gives us freedom of speech and 3) _____. The 4) _____ principle tells about a government 5) _____ the people. The third principle tells about the 6) _____ branches of the U.S. government. These branches have 7) _____ powers.

B. Form small groups. Talk about rules for your class. Which rules are very important? Talk about your rights as students. Write the important rules and rights as a group constitution. Share your constitution with the class. Try to write a class constitution together.

Reading

The Supreme Law

The U.S. Constitution is the supreme law of the country. We cannot make any other laws against it. It tells us the important rules of our country. It protects the rights of all the people living in the U.S. Everyone must follow the Constitution or they can get in trouble. We have self-government in the federal, state and local governments because we choose representatives. The representatives can make laws or change laws.

Using the Reading:

C. Look at the true and false questions again and at the reading and picture on page 6. Can you answer them correctly now? Circle **T** or **F.**

1)	The Constitution is very important in the U.S.	T	F
2)	The Constitution tells us about basic rights.	T	F
3)	The President makes all the laws in the U.S.	T	F
4)	We write a new constitution every 100 years.	T	F

Here are some more true - false sentences:

5)	We only have self-government at the federal level.	T	F
6)	Some laws are more important than the Constitution.	T	F
7)	Representatives can make changes in the laws.	T	F
8)	The Constitution says that we can own property.	T	F

Testing skills

Sometimes the INS officer asks you questions aloud. You have to listen very carefully. You should think about the question and then answer it.

You will see a set of two possible questions below. Your teacher will read one of those two questions. Listen carefully and read the choices. Which question did the teacher ask? Circle the letter of the correct question.

Example: a) Who wrote the Constitution?
b) Who read the Constitution?
The teacher asks: Who wrote the Constitution? (listen)
You circle (a)

1. a) Where did they write the Constitution?
   b) When did they write the Constitution?

2. a) How many main principles are in the Constitution?
   b) How many basic rights are in the Constitution?

3. a) Is self-government important to the American people?
   b) Is government by the people important?

4. a) In the Constitution, what are the three main branches?
   b) In the Constitution, why are there three main branches?

5. a) Do we have the right to a trial?
   b) Do we have the right to own property?

Review

Do you know the three main principles? Can you explain them?

a) B__I_ _I__T_

b) _O___N_E__ _Y T__ __OP__

c) __P__A_I__ O_ P__E_S

LESSON 3 THE CONSTITUTION: THE PREAMBLE

Objective Describe the structure of the Constitution
Identify the Preamble

Pre-Reading

Oral: Discuss these questions with the class:

You want to know about a TV show tonight. How can you find out about it?
Suppose you want to go to a movie this weekend. There are two movies near your house. How can you find out about them?
You go to the library. You want a book to read. How can you learn about the story before you read it?
What is an introduction? Is it important? Why or why not?

Written: Read the following paragraph quickly to find the following words. Underline them.

welfare justice defense establish

PREAMBLE

We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Vocabulary:

Match the words on the left with the meaning on the right. Put the correct letter on the line. You can use a dictionary to help you.

c	1. (to) **establish**	a. peace, calm, quiet
___	2. (to) **ordain**	b. doing well in life
___	3. **justice**	c. to set up, to start
___	4. **domestic**	d. protection
___	5. **tranquility**	e. children, grandchildren, etc.
___	6. **posterity**	f. about the home or native land
___	7. **defense**	g. equal, fair action
___	8. **welfare**	h. good wishes
___	9. **blessings**	i. to order as a law

Information

Parts of the Constitution

PREAMBLE	=	Introduction
ARTICLES 1 - 7	=	Main points
AMENDMENTS	=	Additions and changes

PREAMBLE

You read the original Preamble in the beginning of the lesson. Here is another way to write the Preamble:

We are the people of the United States. We are writing this Constitution to have a better country. We want to set up a system of justice and to have peace in the country. We want to have an army to defend our country. We want to help people have a good life and to have liberty for ourselves and our children.

Using the Information:

A. Check the sentences (√) that tell about the Preamble:

___ 1. It is the introduction of the Constitution.
___ 2. It gives additions and changes to the Constitution.
___ 3. It says the citizens want a better country.
___ 4. It says the people do <u>not</u> want war in the country.
___ 5. It says the people do <u>not</u> want an army to protect the country.
___ 6. It says the people want freedom for their children.

B. Sometimes INS officials ask immigrants to read the Preamble. Look at the Preamble on page 12. Listen to your teacher read it aloud. Now you try. Read it to a partner.

Testing skills

Circle the letter of the <u>best</u> answer:

1) What section of the Constitution has 7 parts?
   a) Preamble b) Articles c) Amendments

2) What section tells about the Constitution before you read it?
   a) Preamble b) Articles c) Amendments

3) Who is the Constitution for?
   a) citizens b) resident aliens c) all the people living in the U.S.

4) What does the Constitution help guarantee?
   a) liberty b) war c) money

Review

List the parts of the Constitution.

The people of the United States wrote the Constitution for many reasons. Name 3.

LESSON 4 THE CONSTITUTION: THE ARTICLES

Objective Identify the content of different articles in the Constitution

Pre-Reading

Oral: Look at these pictures of important buildings. They have special meanings for Americans. Each building represents a branch of the federal government. Can you identify the buildings?

Many people work in these buildings.

1) Do you know any duties they have?
2) Do you think one branch has more power than the other two branches?
3) Do you have any contact with the federal government?

Vocabulary:

Read the definitions below.

Legislative part of the government - the Congress = the House of Representatives + the Senate for the federal government

Executive part of the government - the President, Vice President and his helpers (or advisors) for the federal government

Judicial part of the government - the Supreme Court, other courts and their judges

To **amend** the Constitution - to make some changes, to add some new things

To **ratify** the Constitution or an amendment - when three-fourths (3/4) of the states vote "yes"

Treaty - when the United States says it will do something or will not do something, together with another country. The President can suggest a treaty. The Senate must approve, or say "okay" to the treaty.

Written: Read the vocabulary. Circle the word that does not belong.

Example: school student (car) desk

Answer: car (because school, student, and desk are words about education)

1. Congress	Senate	Legislative	Preamble
2. Changes	Treaties	Additions	Amendments
3. Representatives	White House	Vice President	Executive
4. Judicial	Judges	Ratify	Courts

Information

Articles of the Constitution

The writers of the Constitution used Roman numerals for numbers. I = 1, II = 2, III = 3, IV = 4, V = 5, VI = 6, VII = 7. The names are the same: I = "one," V = "five."

ARTICLE	WHO	WHAT IT DOES
I	Legislative	makes laws and decides taxes okays treaties (Senate)
II	Executive	gives ideas for laws & treaties is Chief of Army & Navy (President)
III	Judicial	decides if laws are okay (judges) helps protect people's rights
IV	States	says all states have a republican form of government tells each state to respect the laws of another state
V		tells how to amend the Constitution
VI		says the Constitution is the supreme law
VII		tells how to ratify the Constitution

Using the Information:

A. Look at the chart and vocabulary. Fill in the blanks:

1) There are __7__ articles in the Constitution.

2) Article I talks about the Congress or the House of _____ and the _____. They can _____ taxes and make new _____.

3) The President is the _____ of the army.

4) Information about the courts is in Article _____.

5) Article V says the government can change the Constitution. _____ - fourths of the states must vote _____ to pass an amendment.

B. Work with a partner. One person reads the five sentences. They are not true. The other person listens and tells the partner the true sentence.

1. The President okays treaties.
2. Article V tells us each state has a republican form of government.
3. The Senate decides if laws are okay.
4. Article IV tells about ratifying the Constitution.
5. The judicial part of the government decides taxes.

Reading

The Articles of the Constitution

Article I: The Congress has many powers. It can decide taxes like the Social Security tax. It also makes laws about citizenship. Congress can start post offices, too. It makes laws about foreign trade. For example, if Honda, from Japan, wants to sell more cars in the U.S., the Congress decides yes or no. If the U.S. fights with another country, Congress can declare war.

Article II: The President has other powers. He or she is the Commander-in-Chief of the military. The President can choose people to be judges on the Supreme Court. He or she can choose people to be ambassadors. But, the Senate must say okay to these people. The President also gives information to the Congress. He or she tells Congress about problems in the U.S.

Article III: The Judicial branch has certain powers. The courts can review some laws. If the laws do not agree with the Constitution, the courts can tell Congress to change the laws. The courts listen to problems about protecting the Constitutional rights of the people.

Article IV: States have a republican form of government. States can make some state laws. All states must respect the laws of other states. If Congress says okay, new states can become part of the U.S.

Article V: This article explains the way to amend the Constitution. Three-fourths of the states must say okay to an amendment.

Article VI: This article says the Constitution is the supreme law of the U.S. Everyone must follow the Constitution.

Article VII: This article says three-fourths of the states must say okay to this Constitution. There were only 13 states in 1787.

Using the Reading;

C. These sentences are about Articles I (legislative), II (executive), III (judicial) and IV (states). Put the number I, II, III or IV next to the correct sentence:

__I__ 1. Tells about citizenship laws.
____ 2. Tells about protecting our rights.
____ 3. Tells about choosing judges.
____ 4. Tells about setting up places to mail letters and buy stamps.
____ 5. Tells about setting up new states.
____ 6. Tells about business with foreign countries.
____ 7. Tells about the head of the army.

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Testing skills

Read (or listen to) this conversation:

INS official: Okay, Mr. Mendoza. I will ask you some questions about the Constitution. Please tell me your answers.

Mendoza: Okay.

INS official: In what year was the Constitution written?

Mendoza: Written?

INS official: Yes, when did they write the Constitution?

Mendoza: Let me think... They wrote it in...in...in 1787.

INS official: Right. Let's continue. What are the three branches of government? ...

Think about these questions:

1. Did Mr. Mendoza give his answer immediately?
2. Why did he say, "Written?"
3. Why did he repeat "in...in...?"
4. What do you say when you don't know the answer immediately?
5. Do you hear people say, "Let me think...?" Is this a good expression to use?

Review

Do you know _____

how many articles are in the Constitution?
which article talks about the executive branch?
how we can change the Constitution?

LESSON 5 THE CONSTITUTION: THE BILL OF RIGHTS

Objective

Identify the Bill of Rights (Amendments 1 - 10)
Show the importance of the Bill of Rights to all the people living in the U.S.

Pre-Reading

Oral:

Form a small group. Discuss the following situations . Record a group answer and share it with the class.

1) Jose wants to put a sign on his car, "VOTE for PABLO VELASQUEZ."
Can he do this?

2) Carmen is a member of the Baptist church.
Is that okay in the U.S.?

3) The police stop Jean-Pierre. They take him to the station.
Can he talk to a lawyer?

4) The police put Jean-Pierre in jail. He stays there for three years before he goes to trial.
Is this okay in the U.S.?

5) There is no war. It is peacetime. Some soldiers want to live in my home. I do not want them in my home.
Do I have to let the soldiers live with me?

Written: Work with a partner. Unscramble these words. Match the letter of the word to the pictures.

a) s e r p s: _ _ e s _ b) l i n r e g o i: r _ _ i _ i _ _

c) o p c e l i: _ _ l _ _ e

1 —

2 —

3 —

Vocabulary:

Read the sentences below.

1) The police think you have something **illegal** (not legal). They want to **search** your home. This means they want to go in your home and look for the thing. They ask a judge for a search **warrant**. A search warrant is a special paper. It gives the police the right to search your home.

The judge asks them, "Why do you think this person has something illegal?" The police give their reasons. The judge can say, "O.K. I think your reasons are good. Here is the warrant." Or, the judge can say, "No. Your reasons are not good. A warrant is **unreasonable**."

2) You have a problem. You are **accused** of a crime. Someone says you did something wrong. You may have to go to court. You ask a **lawyer** to help you. A lawyer studies the laws and the court systems. Your lawyer helps you bring your **case** to court.

   You think you did nothing wrong. You want the judge and jury to believe you. You and the lawyer plan a **defense**. The lawyer asks someone to speak in your favor at court. This person is a **witness**. The person speaks in your favor, so he or she is a **defense witness.**

3) The police put you in **jail**. You do not want to stay there during the trial. You ask the judge to set **bail**. This is an amount of money you pay to get out of jail. It cannot be an unreasonable amount of money. After the trial, you get the money back. If you lose the case, you receive a **punishment**. The judge can tell you to pay some money. This is a **fine**. Or, the judge can send you to jail. The punishment cannot be unreasonable.

Answer these questions. Use the new vocabulary words:

1) Two types of people can help you at a trial. Name them.
   a) _____ b) defense _____
2) What do police need before they search your home?
   search _____
3) When you are accused of a crime, what does your lawyer plan for the trial?
   _____
4) Two possible punishments are jail and a ____.

Information

The Bill Of Rights = Amendments 1 – 10

Amendment 1: Freedom of Religion, Speech, Press and Assembly
We can follow any religion; we can say our thoughts; we can write articles in newspapers; we can meet in groups.

Amendment 2: The Right to Have Guns
We can have guns for protection. States can make laws about buying and keeping guns.

Amendment 3: Housing Soldiers
We do not have to let soldiers stay in our homes in peacetime. If there is a war, Congress can make a law to let soldiers stay in our homes.

Amendment 4: Searches and Arrest Warrants
Police cannot make an unreasonable search of our homes or take our things without a warrant.

Amendment 5: Rights of People Accused of a Crime and Protection of Private Property
You do not go to a second trial for the same crime, if a judge says you are free at the first trial.
You do not have to answer questions at your trial.
The government cannot take private property for public use without paying the owner a fair price.

Amendment 6: Right to a Fair and Speedy Trial
If you are accused of a crime, you have the right to a speedy and public trial with a jury.
You have the trial in the state where the crime happened.
You can have a private lawyer or the court can give you one.
The lawyer can ask all witnesses questions.
You can have defense witnesses.

Amendment 7: Right to a Jury Trial in Civil Cases
You can have a jury trial if the money in the case is over twenty dollars ($20.00).

Amendment 8: Bails, Fines and Punishments
A judge cannot charge you unreasonable bail.
A judge or jury cannot charge you unreasonable fines.
A judge or jury or the police cannot give you unreasonable punishment.

Amendment 9: The People Keep Some Rights
The Constitution lists many rights of the people, but it does not list all the rights. The people have other rights too.

Amendment 10: The States or People Keep Some Powers
The Constitution lists some powers for the states, but it cannot list all the powers. There are other powers for the states and for the people.

Using the Information:

A. Read the following sentences. They are all false. Look at the information above to find the true sentences. Write these sentences correctly.

1) The 6th amendment says you do not have to answer questions at your trial.

The 5th amendment says you do not have to answer questions at your trial.

2) The Constitution lists all the rights for the people.

3) The 4th amendment says the police can search our homes when they want.

4) My neighbor broke a window in my home. I want to get $18.00 from him to repair it. I can go to court and have a jury trial to get the money.

5) I do not belong to a church or temple. Amendment 1 says this is not okay.

6) The states only have the powers listed in the Constitution.

B. Discuss these questions with your partner. Write down your answers and share them with the class. Your teacher can make lists on the blackboard.

Does your country have jury trials?

Does your country put people in jail without trials?

Does your country guarantee free speech?

Can you name a country without religious freedom?

Do you think the Bill of Rights is important? Why or why not?

Testing skills

Put the number of the amendment next to the sentence about it.

___ 1. A poor man does not have money for a lawyer. The court gives him one.

___ 2. A policeman shows you a search warrant and enters your apartment.

___ 3. A TV newswoman does not like a treaty the President made with China. On TV, she says the treaty is bad.

___ 4. The jury says Franco is wrong. He must go to jail for 20 years.

___ 5. Your lawyer wants you to tell your story at your trial. You say no.

Review

The 1st amendment guarantees some basic rights. Name 2.

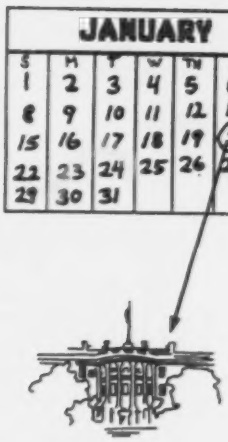
Some amendments help people accused of crimes. Name 1.

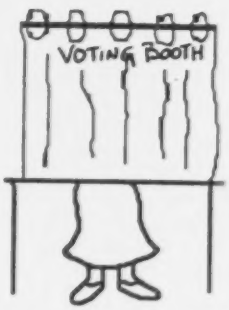
LESSON 6 THE CONSTITUTION: AMENDMENTS 11 - 26

Objective Identify Amendments 11 - 26
Discuss the importance of the amendment process

Pre-Reading

Oral: Look at the following pictures. What is happening? Does the Constitution discuss these situations?





Vocabulary:
Use a dictionary. Find the meaning of these words:

slavery -

(to) **repeal** -

(to) **resign** (from a job) -

restrictions -

Written: **Scanning** is an important reading skill.
Scanning = reading quickly to find information.
Read the questions below. Then look at the Information.
Scan it to find the answers. Circle Yes (**Y**) or No (**N**).

Example: Look at Amendment 13. Can we have slavery in the U.S.?	Y	(N)
1) Look at Amendment 15. Can Black people vote?	Y	N
2) Do some of the amendments tell us who can vote?	Y	N
3) Do some of the amendments discuss electing a President?	Y	N
4) Do some of the amendments discuss taxes?	Y	N

Information

Amendments 11 - 26

Amendment 11
Citizens of one state or a foreign country cannot bring a case against another state in a federal court.

Amendment 12
We elect the President and Vice President separately.

Amendment 13
There is no more slavery in the U.S.

Amendment 14
All people born or naturalized in the U.S. are citizens.

Amendment 15
Black people have the right to vote.

Amendment 16
Congress can make a law for an income tax.

Amendment 17
We elect Senators directly with our votes.

Amendment 18
It is illegal to make or sell liquor in the U.S.

Amendment 19
Women have the right to vote.

Amendment 20
A new President takes office on January 20.

Amendment 21
This repeals the 18th Amendment. Now it is legal to make or sell liquor in the U.S.

Amendment 22
We can elect the same President for two terms. Each term is for 4 years.

Amendment 23
Citizens of Washington, DC can vote for President and Vice President.

Amendment 24
We do not have to pay a voting tax.

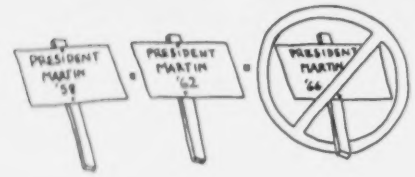
Amendment 25
If the President dies or resigns, the Vice President becomes President. This amendment also tells the order for other important government officials to become President if something happens to the Vice President, etc.

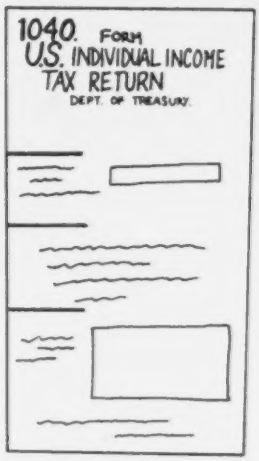
Amendment 26

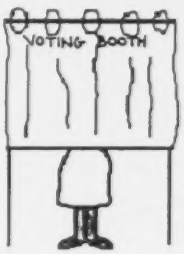
Citizens 18 years old or older can vote.

Using the Information:

A. Form a small group. Discuss the following pictures. Do the pictures tell us anything about Amendments 11 - 26?







B. Organize Amendments 11 - 26 into the following categories. List the numbers of the amendments:

VOTING/ELECTIONS

a) ___
b) ___
c) ___
d) ___
e) ___
f) ___
g) ___
h) ___

PRESIDENT ENTERS OFFICE

i) ___

FREEDOMS/RESTRICTIONS

j) ___
k) ___
l) ___
m) ___

INCOME TAX

n) ___

CASES IN FEDERAL COURT

o) ___

IF PRESIDENT DIES OR RESIGNS

p) ___

Reading

The Amendment Process

We have a *living* Constitution. Men wrote it in 1787, and we still use it today. These men were intelligent. "The U.S. will change in the future," they thought. "We must find a way to let the Constitution change too." And they did.

They put in the amendment process. This process is important. Amendments can change or add rights and restrictions to the Constitution. An amendment can change part of an article in the Constitution or another amendment.

Two-thirds (2/3) of the Congress or of the state legislatures must agree on an idea for an amendment. If three-fourths (3/4) of the states ratify the amendment, it becomes part of the Constitution.

Using the Reading:

C. Write questions using these words. Answer your questions. The first one is done for you as an example.

1) How/ change/ Constitution?
   Q: How can we change the Constitution? A: By amendment.
2) Who/ must agree/ idea/ amendment ?

3) How many/ states /ratify/ amendment ?

4) Why/ we/ amend/ Constitution ?

Testing skills

With multiple choice tests, you can learn to make good guesses. One or two of the choices are always wrong. Look at the questions below. Look carefully at the question word. There are three possible answers. One answer is clearly wrong. Think carefully and put an **X** on that answer. You do not have to find the right answer.

Example: What do we call changes to the Constitution?
a) articles X men in Congress c) amendments

One clearly wrong answer is (**b**) because it answers the question "Who?" not the question "What?"

1) How many members of Congress must approve an idea for an amendment?
   a) three-fourths b) two-thirds c) the state legislatures

2) According to amendment 16, what can Congress tax?
   a) every 4 years b) income c) liquor

3) Who can vote for President?
   a) women b) for two terms c) a 16 year old man

4) When did they write the Constitution?
   a) to put in the amendment process
   b) in 1887
   c) over 200 years ago

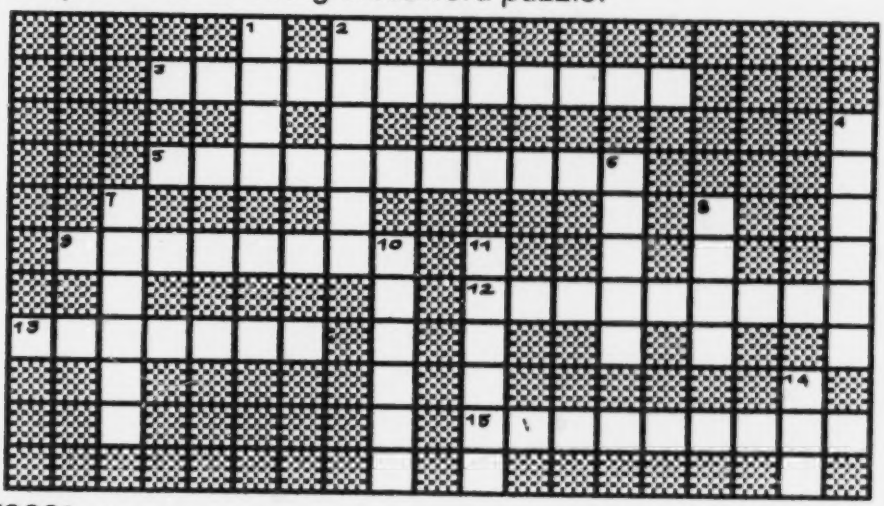
Review

Can citizens over 18 years old vote?	Y	N
Can Blacks vote?	Y	N
Can a President be elected for four terms?	Y	N
Can we buy and sell liquor?	Y	N
The President dies. Does your Senator to Congress become President?	Y	N

LESSON 7 REVIEW: THE CONSTITUTION

This lesson will help you review the information in lessons 1 - 7. If you need help with these exercises, you can look back at these lessons.

A. Complete the following crossword puzzle.



Across:

3. The first ten amendments (three words).
5. Congress is in the _____ branch.
9. Senate + House of Representatives = _____.
12. The President is head of the _____ branch.
13. The first amendment guarantees _____ of press and religion.
15. An addition to the U.S. Constitution.

Down:

1. Symbol for the U.S. It is red, white and blue.
2. There are two _____: the White _____ and the _____ of Representatives.
4. If you go to court, a _____ can help you.
6. We _____ a President every 4 years.
7. Separation of _____.
8. The 19th amendment says women can _____.
10. The 1st amendment gives us freedom of _____. We can say our thoughts.
11. To take back; the 21st amendment _ _ _ _ _ _ E D the 18th amendment.
14. How many U.S. Supreme Courts are in the U.S. government?

B. Read the following groups of sentences. One sentence is false in each group. Circle the letter of the false one.

1 a) We have four levels of government in the U.S.: international, federal, state and local.
b) The Constitution is for all people in the U.S.
c) We have a democracy in the U.S.

2 a) The U.S. Constitution is over 300 years old.
b) Separation of powers is one of the three main principles of the Constitution.
c) A constitution gives a plan to rule a country.

3 a) The Preamble is an introduction to the Constitution.
b) The writers of the Constitution wanted peace in the country.
c) The Constitution says the U.S. cannot fight in a war.

4 a) There are three branches in the U.S. government.
b) Article I says the executive makes the laws.
c) Article V discusses the amendment process.

5 a) The Bill of Rights is the first five amendments of the Constitution.
b) The Bill of Rights gives us freedom of speech and religion.
c) The Bill of Rights gives us the right to a trial.

6 a) In 1987, the Constitution had 26 amendments.
b) The amendments give black people, women and people over 16 years old the right to vote.
c) Some amendments discuss elections.

C. Now write those six false sentences. Make them true.

1)

2)

3)

4)

5)

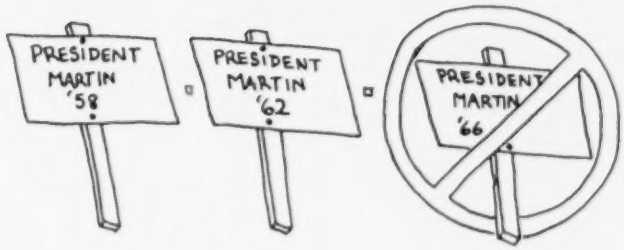
6)

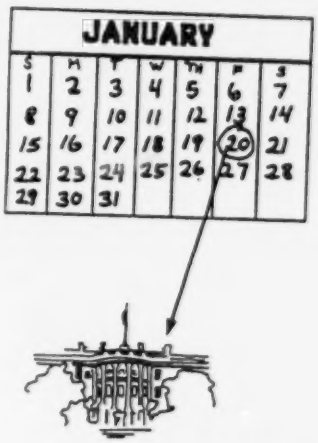
D. Match the information on the left with its location in the Constitution. Put the correct letter on the line.

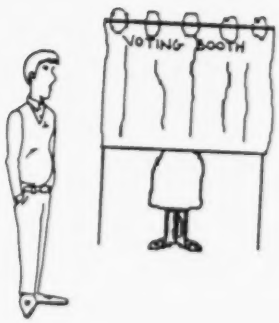
___ 1. We have the right to a lawyer.
___ 2. Congress passes laws.
___ 3. 3/4 of the states must approve an amendment.
___ 4. We can elect a President for only two terms.
___ 5. We have the right to say our thoughts.
___ 6. The President is Chief of the Army and Navy.
___ 7. The Judicial Branch decides if laws are okay.
___ 8. We want liberty for ourselves and our children.

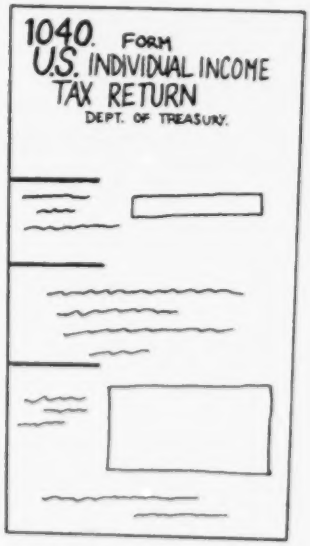
a) Preamble
b) Article I
c) Article II
d) Article III
e) Article V
f) Amendment 1
g) Amendment 6
h) Amendment 22

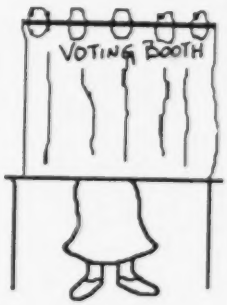
E. Look at these pictures again. What does the Constitution tell us about them? Share your ideas with the class.











LESSON 8 EXECUTIVE BRANCH: PRESIDENT AND VICE PRESIDENT

Objectives

Identify the powers of the executive branch
Identify the qualifications of the President and Vice President

Pre-Reading

Oral: Discuss these questions with the class.

Who is the President of the U.S.?
Who is the Vice President of the U.S.?

Tell the class about the leader of your country.
Is your leader a "president"?
If not, what do you call your leader?
What is the leader's name?
Can all adult citizens vote for the leader?

Listen to your classmates. Put the information about their countries in the chart below:

COUNTRY	LEADER	NAME	ADULTS CAN VOTE	
			YES	NO
U.S.A.	President		✓	

Can you name the pictures of two famous Presidents?
Do you know anything about these U.S. Presidents?

Vocabulary:
Read the following definitions.

VP - Vice President

(to) **veto** - to say no

(to) **approve** - to say "okay" or "yes"

(to) **appoint** - to choose

(to) **advise** - to give help and information

(to) **pardon** - to forgive a person for a federal crime; to give amnesty

soldiers - people in the army, navy and air force

U.S. **foreign policy** - the way the U.S. government plans to act with other countries of the world

Written: Use the vocabulary above to unscramble the following words

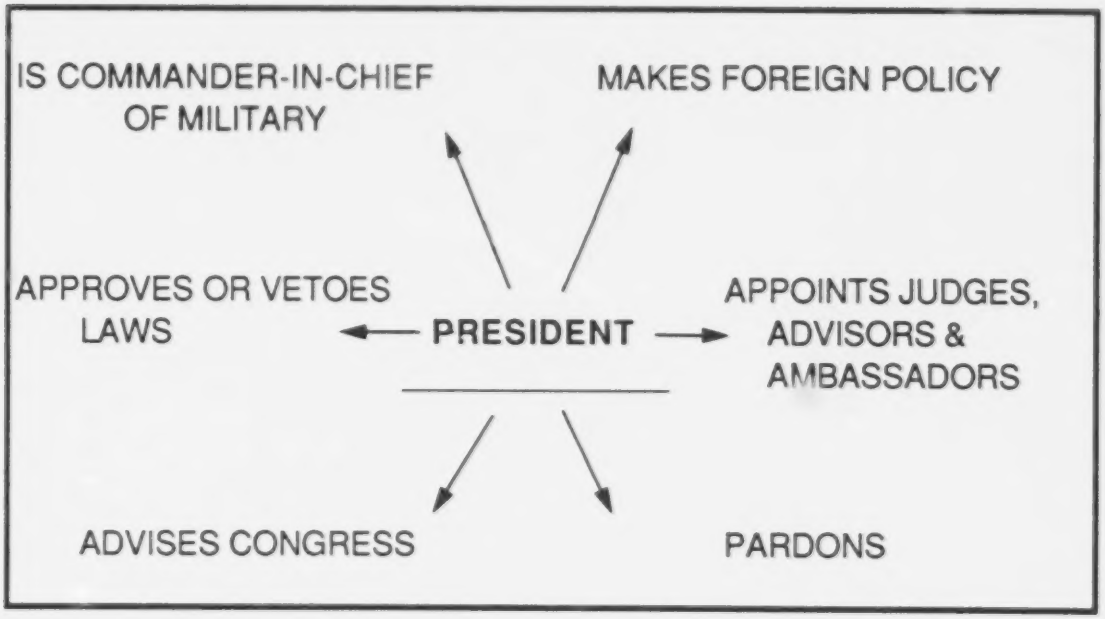
1. tevo _____
2. paveorp _____
3. savedi _____
4. toppina _____

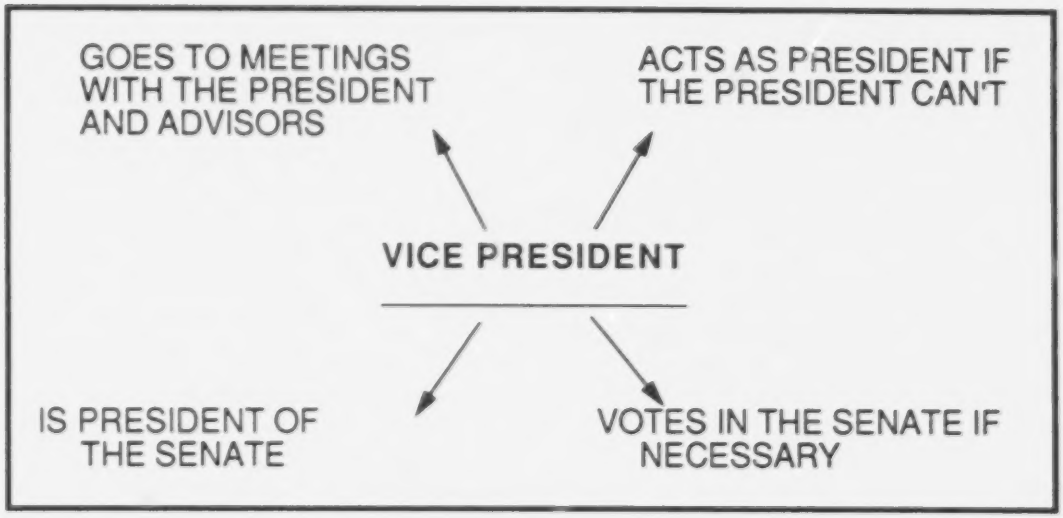
Put 3 of these 4 words into the following sentences.

5. The Senate can _____ treaties.
6. The President needs help. The Vice President can _____ her or him.
7. I want to be a judge. Do you think the President will _____ me?

Information

Duties Of The President And Vice President




GOES TO MEETINGS WITH THE PRESIDENT AND ADVISORS
ACTS AS PRESIDENT IF THE PRESIDENT CAN'T
VICE PRESIDENT
IS PRESIDENT OF THE SENATE
VOTES IN THE SENATE IF NECESSARY

Using the Information:

A. Look at the vocabulary and the information above. Read the following sentences. The President can do three of these things. Check the three correct sentences:

The President _____

___ 1. makes plans for foreign policy.

___ 2. appoints people to the Supreme Court.

___ 3. writes taxes for states.

___ 4. votes in the Senate.

___ 5. sends soldiers to war.

B. Form a small group. Talk about the activities of the President and the VP of the U.S.

What did they do this past week?

Did they go to another state or country?

Did they meet important people?

Make a list of all the things you remember.

Share the information with the class.

Reading

Qualifications of the President and Vice President

Do you want to be President? You must be born in the United States. You must live in the U.S. for fourteen years or more. You must also be thirty-five years old or more. You can be President for a term of four years. You can be elected again for one more term.

If the President dies, or resigns, or can't work, the Vice President becomes President. So, the qualifications for Vice President are the same as for the President.

Using the Reading:

C. Look at the Reading. The lists below show the qualifications for President and Vice President. Fill in the missing information.

PRESIDENT

1) 35 + years old
2) be born _____
3) live in the U.S. for ___ years
4) only ___ elected terms

VICE PRESIDENT

5) ___ + years old
6) be born _____
7) live in the U.S. for __ years

Testing skills

Circle the letter of the best answer:

1. Who is President of the Senate?
   a) the Vice President b) a representative c) a judge

2. A president does not like an idea for a new tax law.
   The president can _____ it.
   a) appoint b) pardon c) veto

3. Which one can a President <u>not</u> appoint?
   a) a judge b) a senator c) an ambassador

4. Can someone be President for 16 years?
   a) yes b) no

5. Someone is thirty years old. Can this person be Vice President?
   a) yes b) no

Review

Can you answer these questions?

1) Who is the President of the U.S.?

2) Who is the Vice President?

3) What are three things a President can do?

4) What is one thing a Vice President can do?

5) Why do we have a Vice President?

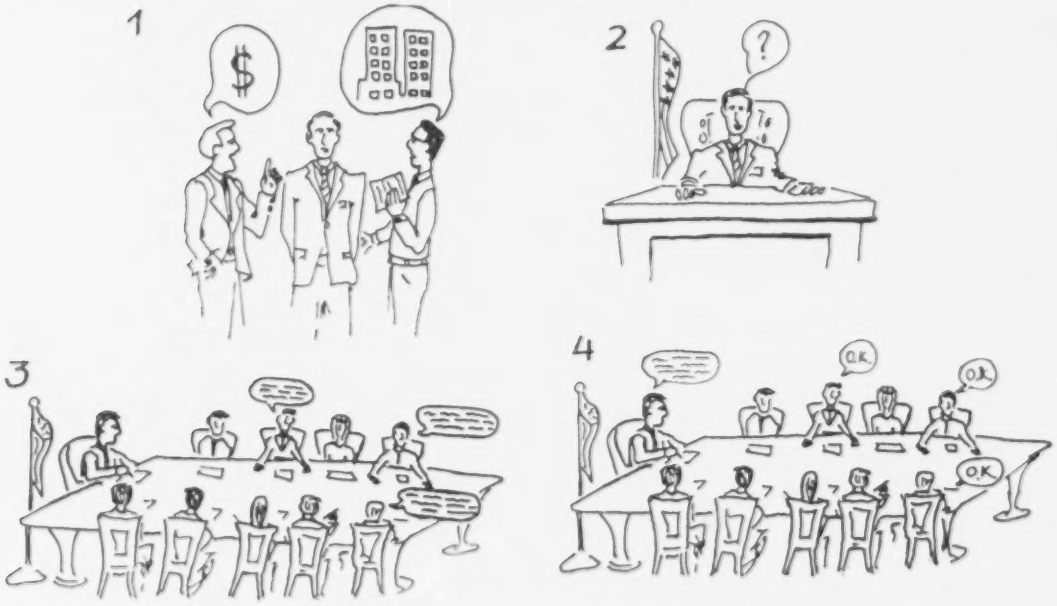
LESSON 9 EXECUTIVE BRANCH: THE CABINET

Objectives

Explain the role of the Cabinet
Match executive departments with their responsibilities

Pre-Reading

Oral: Look at the sequence of pictures.
What do you think is happening?



Written: Read the following sentences. Each sentence tells about a picture above. Put the number of the picture next to the correct sentence.

___ a. The President meets with the Cabinet. They talk about a problem. The Cabinet gives advice to the President.

___ b. The President listens to Cabinet members with different ideas. One wants to give federal money for new low-cost apartment buildings. The other member says it is too expensive.

___ c. The President makes a decision and the Cabinet members agree.

___ d. The President thinks about the problem.

Vocabulary:

Read the following definitions.

The **Cabinet** is a group of advisors to the President. They are in charge of the executive departments.

We call most Cabinet members, "**Secretary**." For example, Thomas Jefferson was the first Secretary of State. The State Department advises the President about foreign policy.

The head of the Justice Department is the **Attorney General**.

Juan needs money for college. He asks for **financial aid**.

Hilda is looking for some information. She goes to the library to do some **research**.

It is a very hot summer. We need to save water. We practice water **conservation**. We use water carefully.

We must get a car **inspection** every year. We take our cars to a service station. A mechanic checks the car. He looks at the lights, brakes and tires.

Information

The Cabinet

STATE
- foreign policy
- treaties

TREASURY
- tax collection
- money

DEFENSE
- military advice
- Army, Navy, Air Force

JUSTICE
- legal advice
- INS

INTERIOR
- National Parks
- American Indians

AGRICULTURE
- farming
- food inspection

COMMERCE
- business
- trade

LABOR
- rights of workers
- job training

HEALTH & HUMAN SERVICES
- health services
- social security

HOUSING & URBAN DEVELOPMENT
- housing
- city planning

TRANSPORTATION
- travel safety
- road, air & train travel

EDUCATION
- schools
- financial aid

ENERGY
- energy research
- energy conservation

Using the Information:

A. Match the Cabinet department on the left with its responsibility on the right. Put the correct letter on the line.

____ 1. Education	a. takes tax money from our paychecks
____ 2. Health & Human Services	b. helps train people for employment
	c. plans for special classes
____ 3. Treasury	d. helps build low-cost housing
____ 4. Justice	e. gives green cards
____ 5. Labor	f. gives Social Security cards
____ 6. Housing & Urban Development	

B. Listen to your teacher explain the game "Who Am I?" One student is a Cabinet member. The other students ask "yes/no" questions about his/her responsibilities. Try to guess the Cabinet member.

Example: Do you help farmers?

Reading

The Cabinet And The President

There are 13 executive departments. The heads of the executive departments are Cabinet members. The President appoints the members to the Cabinet. The President has weekly meetings with the Cabinet. They discuss problems. The Cabinet members advise the President.

Using the Reading:

C. Read the following answers. Write a question for the answer. Use the information in the reading above.

Example: Question - Who advises the President ?
Answer - Cabinet members

1) _____?
13

2) _____?
The President

3) _____?
problems

Testing skills

Read the following conversation. Circle the letter of the best answer for Ms. Abou.

INS official: Okay, we know the President and the Vice President are part of the executive branch. Is there anyone else?

Ms. Abou: 1 a) No, there is not.
b) Yes, the Congress.
c) Yes, the Cabinet.

INS official: What is the role of the Cabinet?

Ms. Abou: 2 a) The role..?
b) I don't know the Cabinet.
c) You tell me.

INS official: The responsibilities.
Ms. Abou: 3 a) No.
b) Let me think...
c) Yes, they have.

INS official: Can you tell me one responsibility?
Ms. Abou: 4 a) They have many.
b) Ahh... the Cabinet appoints the President.
c) Well, I think the Cabinet advises the President.

Review

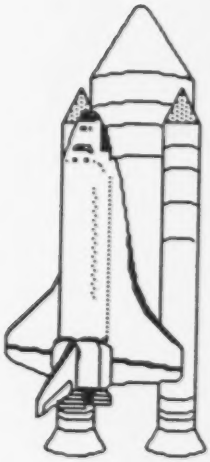
What is the Cabinet?
Name 3 executive (or Cabinet) departments.

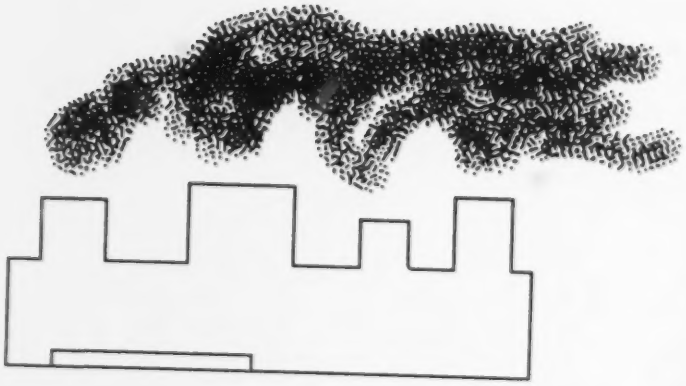
LESSON 10 EXECUTIVE BRANCH: INDEPENDENT AGENCIES

Objective Identify one independent agency

Pre-Reading

Oral: Look at the 5 pictures. Talk about the pictures with your partner. What is the relationship between the pictures and the U.S. Government?





Vocabulary:
Read the following words and their definitions.

Agency - an office of the U.S. Government

Discrimination - to say "no" to someone because of race, age, sex, religion, etc.

Pollution - dirt in the air, in the water, on the ground, etc.

Veteran - a soldier who was in a war

Information

Independent Agencies

There are many independent agencies in the executive branch. They are independent because they are not part of any executive department. Some agencies and their responsibilities are:

Agency	Responsibility
Environmental Protection Agency (EPA)	helps stop pollution
National Aeronautic and Space Administration (NASA)	plans the space program
U.S. Postal Service	delivers mail
Veteran's Administration (VA)	helps veterans and their families
Commission on Civil Rights	helps stop discrimination

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Using the Information:
Look at the chart and read the following stories. Which agency should help these people? Discuss the stories with a partner.

1) Kim always likes to go fishing on Sunday. Last week he went to the river near his house. He saw a lot of dead fish in the river.
Agency: _____

2) Anna's parents live far away. She does not see them very often. She likes to send them letters.
Agency: _____

3) Ellen's husband died in the Vietnam War. She works hard to help her children. She wants them to go to college. She needs help to pay for their education.
Agency: _____

4) Juliana is from Puerto Rico. She finished high school in New York last year. She applied for a job yesterday. The manager said he wanted a man for the job.
Agency: _____

Review

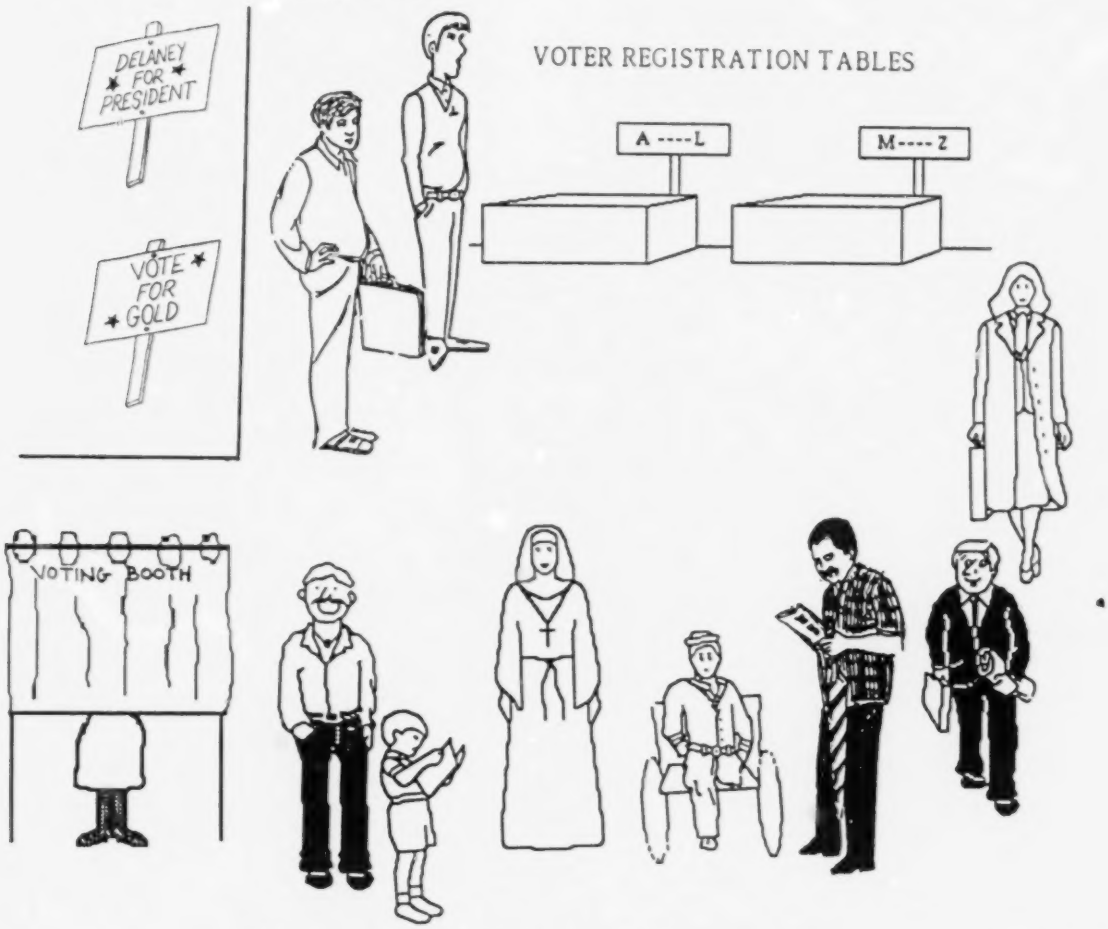
Some government agencies, like the EPA, can help you. Name another agency.

LESSON 11 THE ELECTION PROCESS

Objective Explain the election process

Pre-Reading

Oral: Look at the picture below. Some of these people are waiting to vote.



Discuss these questions with your partner:

1) Do you think all the people in the picture will vote? Why or why not?
2) Will they vote for President or Senator?
3) Can you vote? Why or why not?
4) How do people vote in your country?

Vocabulary:

Use the dictionary to find definitions for these words. Write a short definition.

ballot – a paper used for voting

campaign

candidate

election

elector

inauguration

primary

Information

The Election Process for President

A **political party** is a group of people with the same ideas about government. There are two main political parties in the U.S. The **Republican Party** and the **Democratic Party**. Also, there are many other smaller parties.

DEMOCRATIC PARTY **REPUBLICAN PARTY**

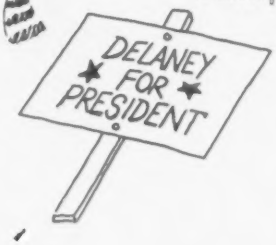
Spring Campaign

Primary elections Primary elections

Summer

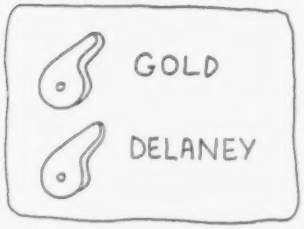
Democratic Convention Republican Convention

Campaign



November

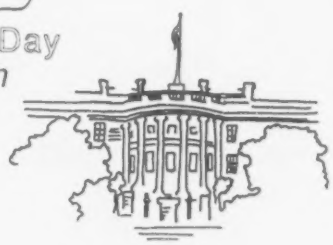
General Election



January

Inauguration Day

January 20th



Using the Information:

A. Read the following sentences. They tell about the election process. They are in the wrong order. Put the numbers 1 - 5 on the lines to show the correct order.

____ a. U.S. adult citizens vote for a President in a national election.

____ b. At first, there are 2 or more candidates for the Republican Party and 2 or more candidates for the Democratic Party.

____ c. After the party conventions, the candidates continue to campaign.

____ d. The inauguration of the President is on January 20th.

____ e. In the summer, each party has a convention to choose one candidate.

B. Have a class discussion about elections. Talk about the process in the U.S. and in your country. Here are some questions to help you.

1) How many political parties are in your country?
2) Who can vote in your country?
3) How do people vote in your country?
4) How often do you have elections?
5) Does the law say, "All adult citizens must vote?"
6) Is there a fine or punishment if you do not vote?
7) Is the election process the same in your country and the U.S.?

Reading

The Electoral College

When the citizens vote for the President, they are really voting for state **electors**. These electors form the Electoral College. Every state has electors. The number of electors equals the number of senators + the number of representatives in a state. For example, Alaska has 2 senators and 1 representative. So, Alaska has 3 electors. Florida has 2 senators and 19 representatives. So Florida has 21 electors.

This is what happens:

1) Citizens of a state vote.
2) Their votes are counted.
3) One candidate has 51% or more of the votes.
4) This candidate wins all the electoral votes of that state.
5) The electoral votes of all the states are counted.
6) The candidate with the most electoral votes becomes the President.

Using the Reading:

C. Look at the following information about the state of New Jersey. Answer the questions. Write the numbers on the line.

2 senators + 14 representatives =
____ electors

60% vote for Mr. Angeli
28% vote for Ms. Parson
12% vote for Mr. Roth

1) How many electoral votes will Mr. Angeli win? ____
2) How many electoral votes will Ms. Parson win? ____
3) How many electoral votes will Mr. Roth win? ____

Testing skills

Read the first sentence. Circle the letter of the other sentence with the same meaning.

1) All adult citizens of the U.S. can vote in a national election.
   a) All citizens must vote.
   b) All citizens have the right to vote.
   c) All citizens want to vote.

2) In an election year, candidates make many campaign speeches.
   a) Candidates only make speeches at the convention.
   b) Candidates make speeches at the inauguration.
   c) Candidates make speeches during the election process.

3) There are many political parties in the U.S.
   a) There are 2 main political parties.
   b) There are the Republican, Democratic and other political parties.
   c) The largest parties are the Republican and the Democratic parties.

Review

Can you explain the election process? Use these words to help you.

1. Primary elections
2. Campaigns
3. Summer conventions
4. Election day

LESSON 12 LEGISLATIVE BRANCH: CONGRESS

Objectives Identify the 2 parts of Congress
State the responsibilities of Congress

Pre-Reading

Oral: Look at the picture of the U.S. Capitol in Washington, D.C.

H____ of R_____ S_____

Discuss these questions with your partner.

1) What city is the capital of the U.S.?
2) What is the capital of your country?
3) The U.S. Congress has two parts. What do we call them?
4) Does your country have a Congress?

Vocabulary:

Read the following definitions.

(to) **declare war** - to tell the people "our country will fight"

authorization - have permission, okay by law

title of nobility - name; a king, queen, lord, etc.

(to) **maintain** - to support with money

exports - things the U.S. sells to other countries

Written: Scan the following sentences. Then look at the chart on the next page. Find the answers quickly. Circle Yes (**Y**) or No (**N**).

1. Congress can declare war.	Y	N
2. Congress can give a title of nobility.	Y	N
3. Congress can maintain an army.	Y	N
4. Congress can make laws about marriage.	Y	N

Information

Duties Of The Congress

The Constitution lists some duties for both the House of Representatives and the Senate. The Constitution also lists some things Congress cannot do. Read the chart below:

CONGRESS CAN	CONGRESS CANNOT
• make laws about trade • maintain Army, Navy, Air Force • declare war • make laws about taxes • make laws about citizenship • establish U.S. Post Office • make laws about The District of Columbia • borrow money • print money	• put a tax on exports • give title of nobility • use tax money without authorization • take away the right to a trial • make laws about marriage, driver's license, police, etc. (These are for the states.)

Using the Information:

A. Read the following sentences. Write "yes" next to the sentences about things Congress can do. Write "no" next to sentences about things Congress cannot do.

___ 1. say a person cannot have a trial in court
___ 2. make new laws
___ 3. send the army to war
___ 4. say if a person can be a citizen
___ 5. put a tax on things the U.S. sells to other countries
___ 6. say a person is the King of America
___ 7. maintain a police force

B. Form a small group. The Constitution lists some things Congress cannot do. The writers of the Constitution had a reason for this list. What do you think the reasons are? Discuss them with your group. Write your answers and share them with the class.

Example: Congress cannot give titles of nobility.
Why not? Because the writers wanted all Americans to be equal. They did not want anyone to become king or queen.

1) Congress cannot take away the right to a trial.
Why not?

2) Congress cannot make laws about marriage.
Why not?

3) Congress cannot use tax money without authorization.
Why not?

Reading

Read the following paragraph from the *Federal Citizenship Text - U.S. Government Structure*:

"The Constitution established that the Congress must meet regularly. A new Congress begins every two years, with the election of new Senators and Representatives. The time they meet to make laws is called a **session**. Congress meets in the Capitol Building in Washington, D.C. The House of Representatives has a large room, the Senate a smaller one, and the President has some offices for his/her use."

Using the Reading:

C. Use the words below to write questions. Then answer the questions.

1) When/ new Congress/ begin ?

_____?

_____.

2) What / we call/ meeting/ Congress ?

_____?

_____.

3) Where / Congress/ meet ?

_____ _____?

_____ .

Testing skills

Read (or listen to) the conversation.

INS official: What are the three branches of the U.S. government?

Ms. Yang: Three branches...one is executive, one is judicial and, ...and, ...and the last one is legislative.

INS official: Tell me a little about the legislative branch.

Ms. Yang: I'm not sure. I don't understand the question. Do you mean ... I should talk about Congress?

INS official: Yes. What can you tell me about the U.S. Congress?

Ms. Yang: Okay. The Congress has two parts: the _____ and the _____

Think about these questions:

1) Did Ms. Yang give all the answers immediately?
2) Why did she say, "Do you mean...I should talk about Congress?"
3) What can you say if you do not understand a question?
4) Can you finish the last line for Ms. Yang?

Review

Can you _____

name 2 things Congress can do?
name 2 things Congress cannot do?

LESSON 13 LEGISLATIVE BRANCH: THE HOUSE OF REPRESENTATIVES

Objectives

Explain duties of the House of Representatives
Identify the qualifications of a representative

Pre-Reading

Oral: Look at the map of the U.S. The map shows you the number of representatives for some states.

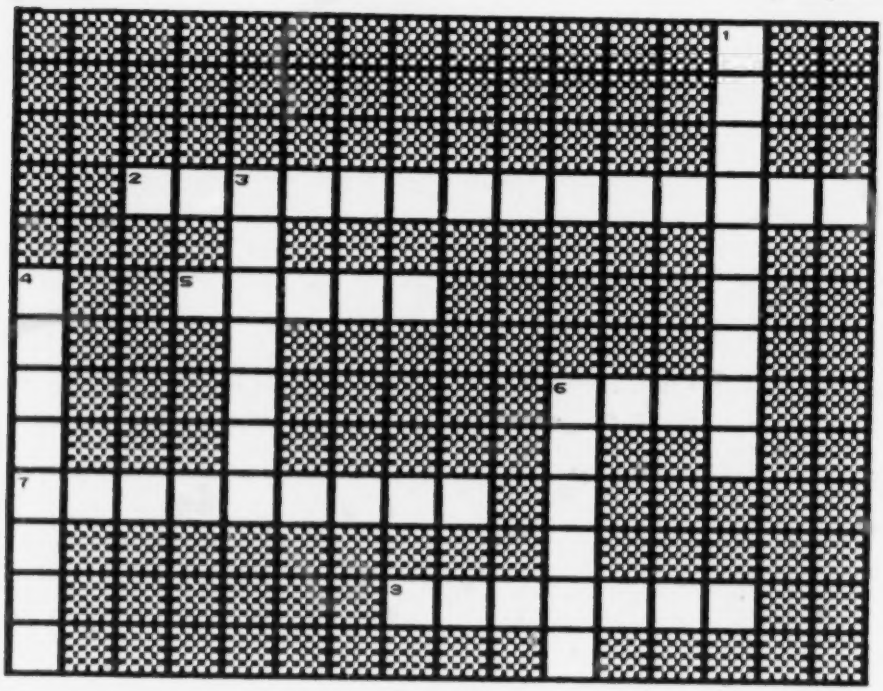
Discuss these questions with your partner.

1) Does every state have the same number of representatives?
2) How many representatives does your state have?
3) Do you know the names of your representatives? Where can you find their names?
4) Does your country have representatives? How many?

Vocabulary:

Complete the crossword puzzle. Use these words:

House	**Representative**	**budget**
impeach	**represent**	**bill**
district	**officials**	**propose**



Across:

2. A member of the House of Representatives is a _ _ _ _ _ _ _ _ _ _ _ _ _ _ _.
5. A short form for House of Representatives is to say the _ _ _ _ _ _.
6. An idea for a new law is a _ _ _ _ _.
7. The voters elect officials. The officials _ _ _ _ _ _ _ _ _ the people.
8. If an official does something unconstitutional, the House can _ _ _ _ _ _ _ _ the official. The House tells the country the official did something wrong.

Down:

1. People with important jobs in the government are called _ _ _ _ _ _ _ _ _ _.
3. To give an idea for the first time or to suggest an idea is to _ _ _ _ _ _ _ an idea.
4. An area in a city or state is a _ _ _ _ _ _ _ _ _
6. A plan for spending money is a _ _ _ _ _ _ _.

Information

Members Of The House Of Representatives

There are 435 members in the House of Representatives.

QUALIFICATIONS	REPRESENTS	SPECIAL DUTIES
Age: 25+ yrs U.S. Citizen: 7+ yrs Live: in state Term: 2 yrs Limit: none	 1 district	• impeach officials • propose bills on budget or taxes

Using the Information:

A. Choose a partner. Student A reads sentences 1 - 3. Every sentence has a mistake in it. Student B looks at the chart and tries to repeat the sentence with the correct information. Switch roles for sentences 4 - 6. Student B reads and Student A corrects.

Example: A) A representative must be 35 or older.
B) No. A representative must be 25 or older.

1. A) A representative represents two states.
   B)

2. A) There are 455 members in the House.
   B)

3. A) Only the Senate can propose tax bills.
   B)

4. B) The term for a representative is 4 years.
   A)

5. B) Representatives must be citizens for 14 years.
   A)

6. B) Representatives can appoint officials.
   A)

B. Now read the same sentences again. Circle the mistake. Write the correction under the circled mistake.

Example: 1A) A representative represents two states.
B)

Reading

The Number Of Representatives

There are 435 Representatives in the House. States with a large populations have many representatives. In 1987, there was usually one representative for about every 580,000 people in a state. However, all states must have at least one representative. For example, Idaho has a population of 998,000. Idaho has 2 representatives. But, Alaska has only 525,000 people. Alaska has 1 representative. States with many representatives have more power in the House than states with only a few representatives.

Some states have many districts. The number of districts is equal to the number of representatives. The citizens of a district vote directly for their representative. Representatives listen to the needs of the people in their districts and their states.

Using the Reading:

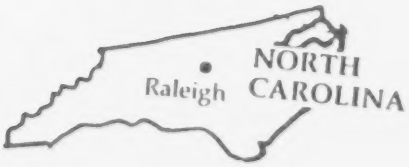
C. Look at the maps of 6 different states. The number below the map tells us the population of that state in 1987. How many representatives did each state have? Write the number on the line below the population. Use these numbers:

1 - 2 - 10 - 11 - 45

525,000
a) _____

998,000
b) _____

27,663,000
c) _____



6,413,000
d) _____

5,904,000
e) _____

Testing skills

Circle the letter of the best answer.

1) There are _____ members in the House of Representatives.
a. 100 b. 534 c. 435

2) A representative must be a citizen for ___ years before election.
a. 9 b. 7 c. 14

3) Every state has at least ___ representative(s).
a. one b. two c. three

4) Only the House can ___ officials.
a. tax b. count c. impeach

5) Each representative in represents ___.
a. 2 states b. 2-3 districts c. 1 district

Review

Do you know _____

1 duty of the House of Representatives?
2 qualifications of a representative?
the number of representatives for your state?
the name of your representative?

LESSON 14 LEGISLATIVE BRANCH: THE SENATE

Objectives Explain the duties of the Senate
Identify the qualifications of a senator

Pre-Reading

Oral: Look at the map of the U.S. Every state has 2 senators.

Work with a partner. Discuss these questions.

1) How many senators work in the U.S. Congress?
2) Does every state have equal power in the Senate?
3) Who is the president of the Senate?
4) Do you know the names of your U.S. senators?
   Where can you find their names?
5) Does your country have Senators?
   How many?

Vocabulary:

Read the following definitions.

(to) **try** a public official - The Senate will decide if an official really did something unconstitutional (against the Constitution).

(to) **remove** from office - to tell an official to leave his/her job.

(to) **confirm appointments** - to approve people the President chooses for judges, ambassadors, and cabinet members.

majority - more than half; 51% or more.

Written: Read the vocabulary. Circle the word that does not belong.

Example: House Senate Congress (President)
Answer: President (House, Senate and Congress are words about the legislative branch).

1)	say yes	confirm	approve	say no
2)	Senators	ambassadors	cabinet	judges
3)	private	government	state	public
4)	remove	leave	stay	resign

Information

Members Of The Senate

There are 100 members in the Senate. Every state has 2 Senators.

QUALIFICATIONS	REPRESENTS	SPECIAL DUTIES
Age: 30+ yrs. U.S. Citizen: 9+ yrs. Live: in state Term: 6 years Limit: none	 entire state	•ratify/approve treaties •confirm appointments •try impeached officials

Using the Information:

A. Work with a partner. Student A reads sentences 1 - 3. Student B answers True (**T**) or False (**F**).

Student A	Student B
1) A senator's term is 4 years.	T F
2) The Senate starts bills about taxes.	T F
3) Senators must be 30 years old.	T F

Switch roles. Student B reads sentences 4 - 6. Student A answers **T** or **F.**

Student B	Student A
4) There are 100 senators.	T F
5) Senators represent only one district.	T F
6) The Senate ratifies treaties.	T F

B. Three of the sentences above are false. Make them true. Rewrite them on the lines below.

_____.

_____.

_____.

Reading

The Trial of Andrew Johnson

Only the House of Representatives can impeach officials. Only the Senate can **try** the officials. The Senate decides if the official can stay in office.The Senate does not try many impeached officials. In U.S. history, there was only one trial **to remove** a President from office. The President was Andrew Johnson. He was President (1865-1868) after the U.S. Civil War. The country had many problems. The President had many problems. Congress wanted to remove Andrew Johnson from the office of President.

Two-thirds (2/3) of the Senate must agree to remove an official from office. In 1865, there were 54 Senators. Now there are 100 senators. At the trial against Andrew Johnson, only 35 Senators voted to remove him. They needed 2/3 of 54 (or 36) votes. Andrew Johnson stayed in office.

Using the Reading:

C. Now listen to your teacher tell you about the Senate votes in 3 cases. Remember there are 100 Senators in Congress. Write the number of votes on the correct line. Answer the following questions. Circle Yes (**Y**) or No (**N**).

Senate Duty	Need	Case	Vote	
			Yes	No
1) Try officials	2/3	VP Kelly	___	___
2) Ratify treaties	majority	limit nuclear weapons	___	___
3) Confirm appointments	majority	Judge Bellos	___	___

1) Will the Senate remove the VP from office? Y N

2) Will the Senate ratify the treaty? Y N

3) Will the Senate confirm the Judge? Y N

Testing skills

Circle the letter of the best answer:

1) There are ___ senators.
   a. 435 b. 100 c. 50
2) A senator's term is for ___ years.
   a. two b. four c. six
3) The Senate can ratify a ___ between the U.S. and foreign countries.
   a. law b. tax c. treaty
4) The ___ confirms appointments for judges.
   a. Senate b. House c. Cabinet
5) The Senate needs a ___ vote to remove an official from office.
   a. majority b. 2/3 c. 3/4

Review

Can you name _____.

2 qualifications of a Senator?
2 special duties of the Senate?
2 Senators from your state?

LESSON 15 LEGISLATIVE BRANCH: A BILL BECOMES LAW

Objective Explain how a bill becomes a law

Pre-Reading

Oral: Look at the picture below. Many families have rules for living together in their houses.

Work with a partner. Discuss these questions.

1) Do you have laws (or rules) in your home?
2) Who makes the rules in your home?
3) Do the rules change?
4) Do the laws of a country change?
5) Who makes the laws in your country?

Vocabulary:
Read the sentences below.

A **committee** is a group of people. They work together.

You see a movie and you like it. You can **recommend** the movie to your friends.

Two candidates for President have different ideas. They can have a **debate.** They talk about their ideas.

Members of Congress are having a meeting today. They are in **session.**

The members will finish their meetings in December. They will **adjourn** the session and go home.

Members of Congress like a bill. They approve the bill. They **pass** it. Members of Congress do not like a bill. They do not approve the bill. They **defeat** it.

The President wants a bill to become law. He **signs** it.
The President does not want a bill to be a law. He **vetoes** it.

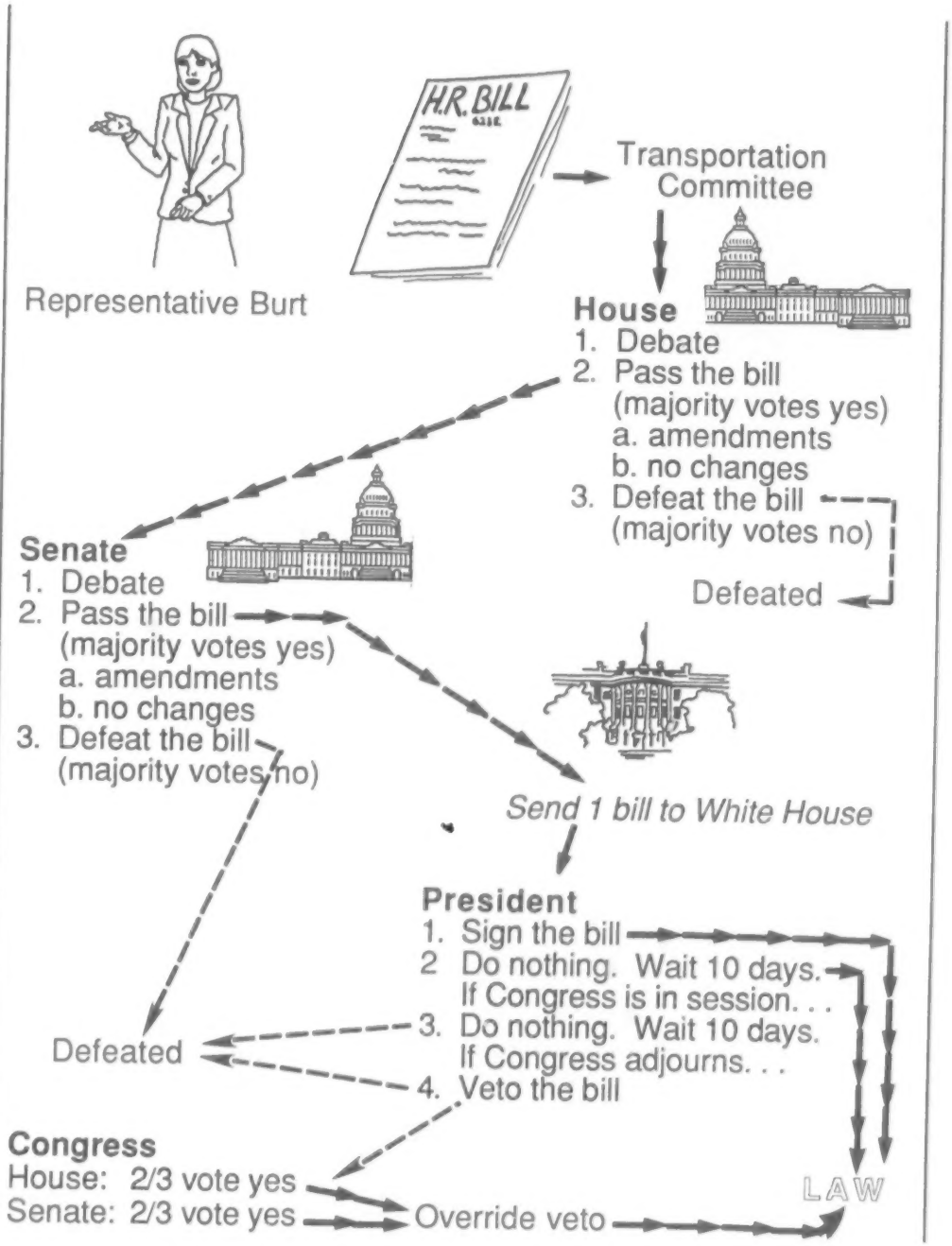
The President vetoes a bill. Congress wants the law. Both the House and the Senate approve the bill with a 2/3 vote. They **override** the President's veto.

Written: The words on the left have the opposite meanings of the words on the right. They have very different meanings. Match the words on the left with the opposite on the right. Put the correct letter on the line.

c	1. in session	a. defeat
___	2. pass	b. say the same thing; agree
___	3. sign	c. adjourned
___	4. debate	d. say something is not good
___	5. recommend	e. one person works alone
___	6. committee	f. veto

Information

A Bill Becomes Law



Using the Information:

A. Form a small group. Read the sentences below. The sentences are <u>not</u> in the correct order. Discuss the correct order in your group. Put numbers 2 - 9 on the lines.

___ a) The House debates the bill.
___ b) The President signs the bill.
1 c) A representative starts a bill to repair highways.
___ d) The bill goes to the Senate.
___ e) The bill goes to the transportation committee.
___ f) The House approves the bill with amendments.
___ g) The Senate debates and approves the bill.
___ h) The bill becomes law.
___ i) The bill goes to the White House.

B. Form a small group. Pretend you are members of Congress. Would you approve the following bills? Why or why not? Share your group's answers with the class.

1) Change the speed limit from 55 MPH to 65 MPH on highways.
2) Give the army $10 million more.
3) Increase the number of immigrants coming to the U.S..
4) Lower all taxes.
5) Increase the price of stamps.

Reading

The 1986 Immigration Law

It is usually a long process for a **bill** to become law. Sometimes a bill needs only one year to become law. But other bill bills need many years to become laws. For example, the 1986 immigration law took six years to become a law.

First, the House and the Senate started two different bills about immigration. There were many **debates** and changes to the two bills. After the debates, the House approved one bill and the Senate approved another bill. Next, they worked together to write one bill. The House and the Senate approved the bill. They sent the immigration bill to the President. Finally, the President **signed** the bill into law on November 6, 1986.

Using the Reading:
C. Answer these questions:

1) Do bills usually become laws quickly?

2) Where did the immigration reform bill start?

3) What happened after the House and Senate approved the bill?

4) What was the President's final decision on the bill?

Testing skills

Read the first sentence. Circle the letter of the sentence with the same meaning.

1) The committee recommends the bill without changes.
   a) The committee amends the bill.
   b) The committee changes and recommends the bill.
   c) The committee recommends the bill. They do not change it.

2) It is usually a long process for a bill to become law.
   a) Sometimes it takes a long time for a bill to become law.
   b) Most of the time, it takes a long time for a bill to become law.
   c) It always takes a long time for a bill to become law.

3) Finally, the President signed the bill into law.
   a) In the end, the President signed the bill into law.
   b) Next, the President signed the bill into law.
   c) Before that, the President signed the bill into law.

Review

Can you identify 5 steps necessary for a bill to become law? Use these words to help you:

1. bill starts
2. committee
3. debate
4. approve
5. sign or veto

LESSON 16 THE JUDICIAL BRANCH: THE STRUCTURE AND THE APPEALS PROCESS

Objective Describe the organization of the judicial branch
Explain the appeals process

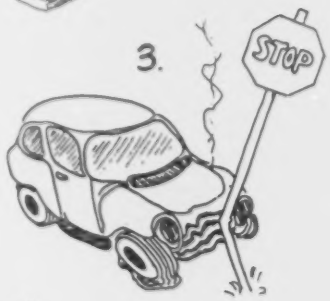
Pre-Reading

Oral: Look at the following pictures. Take turns and describe the pictures. Do you think the people will go to a federal or state court?

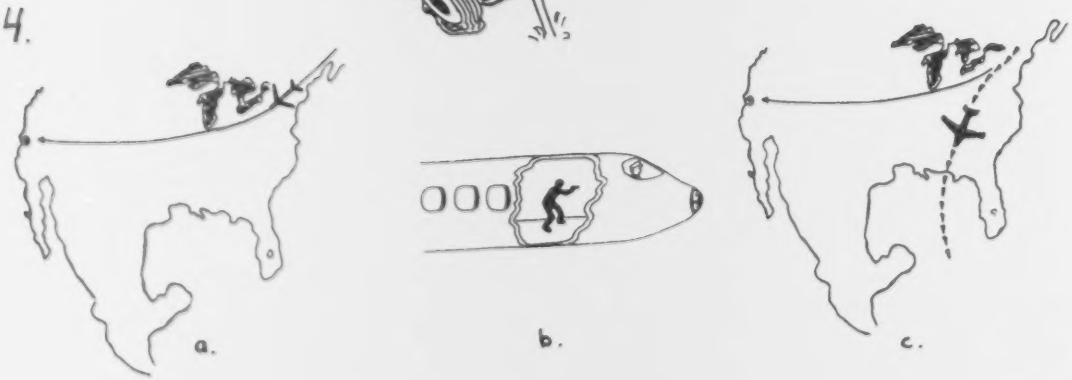
1.

2.

3.



4.



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Vocabulary:

Read the following vocabulary words:

(to) **hear a case** - a judge (and sometimes a jury) listens to both sides of a legal problem in court

decision - the result of a court case

(to) **review** - another judge (or group of judges) in a higher court looks at a decision; this judge (or these judges) decides if a decision is correct

(to) **appeal** - to ask another court to review a decision

appellate court - a court that hears appeals

District Courts - the lowest courts in the federal court system; they have a judge and jury; they hear the cases

Circuit Court of Appeals - appellate courts in the federal court system; they have a group of three judges to hear appeals; they do not have a jury

Supreme Court - the highest court in the U.S.; it has nine judges; all the decisions are final

(to) **interpret** - to decide if a law follows the Constitution

customs - taxes for imports (things people bring into the U.S. or things foreign companies want to sell in the U.S.)

Written: Scan this paragraph quickly and underline the following words:

interpret appellate review case

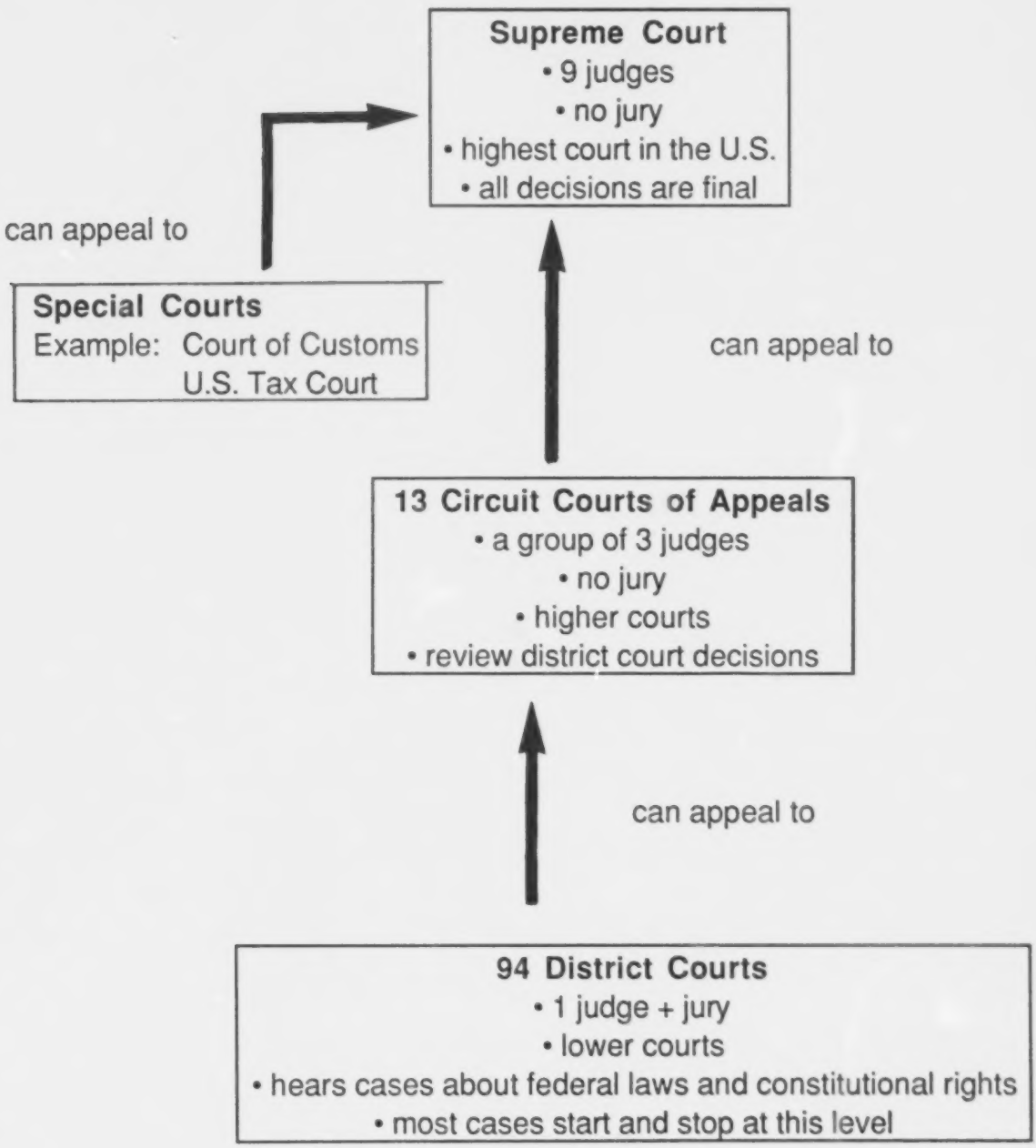
Many federal courts are appellate courts. If someone does not like a decision from a lower court, that person can try to appeal. That person can ask an appellate court to review the case. If the case is about a federal law, the appellate court can interpret the law. So, the court decides if the law is constitutional.

number of times you see interpret		1
number of times you see appellate		____
number of times you see review		____
number of times you see case	+	____
Add these numbers		____

(The answer = the number of articles in the Constitution.)

Information

The Federal Court System


Supreme Court
• 9 judges
• no jury
• highest court in the U.S.
• all decisions are final
can appeal to
Special Courts
Example: Court of Customs
U.S. Tax Court
can appeal to
13 Circuit Courts of Appeals
• a group of 3 judges
• no jury
• higher courts
• review district court decisions
can appeal to
94 District Courts
• 1 judge + jury
• lower courts
• hears cases about federal laws and constitutional rights
• most cases start and stop at this level

Using the Information:

A. Listen to your teacher. Decide if the sentences are true or false. Circle **T** or **F**.

1) T F (Look at picture #1 at the beginning of this lesson.)
2) T F (Look at the diagram about the court system.)
3) T F (Look at the diagram again.)
4) T F (Look at picture #2 at the beginning of the lesson.)
5) T F (Look at the diagram.)

B. Look at the diagram. Use appropriate words to complete the following:

There are ninety-four 1) district courts in the federal system. Congress can change this number. These courts 2) _____ cases about federal laws and 3) _____ rights. These are lower 4) _____.

Some cases go to higher courts. These courts are the appellate courts. They hear 5) _____ from district courts. There are 6) _____ Circuit Courts of Appeals in the U.S.

Some very important cases can go to the 7) _____ Court. It is the highest court in the U.S. There is only 8) _____ Supreme Court. The Constitution set up this court.

Two examples of special courts are the Court of 9) _____ and the U.S. Tax Court.

Reading

The following reading is from the *Federal Citizenship Text - U.S. Government Structure.* Try to read this paragraph.

"One of the most important rights in the U.S. is the right to a fair trial. The appeals process is set up to help make sure that people have as fair a trial as possible. Sometimes a person believes justice was not served at his/her trial because he/she believes:

- his/her rights were violated;
- a rule of law was not properly followed; or,
- all the evidence was not available.

That person may try to appeal his/her case to a higher court. The judge may agree with the:

- person and overturn the lower court's decision; or,
- lower court and uphold the decision.

The person may try to appeal again if he/she still is not satisfied. Courts will not always hear appeals, however."

Using the Reading:

C. The paragraph above may be difficult to read. The following sentences are easier. They have the same information, but one is not correct. Can you find it? Put a check next to the wrong sentence.

1) We have the right to a fair trial. ___
2) There is an appeals process to help us. ___
3) If there is a problem at our trial, we can try to appeal. ___

4) The problem can be about evidence (= information) in the case. ___
5) The problem can be about our rights. Maybe the police did not follow rules. ___
6) If we appeal, the appellate court always agrees with us. ___
7) Sometimes the appellate court thinks the lower court was correct. ___
8) The appellate court can say, "No, we will not review the case." ___

Testing skills

Read (or listen to) this conversation. It is from an oral examination:

Judge: Please explain the appellate review jurisdiction of the judicial branch.
Ms. Mbuyi: I'm sorry. Could you please repeat?
Judge: Okay. Please explain the appellate review jurisdiction of the judicial branch.
Ms. Mbuyi: I don't understand 'appellate review jur...'
Judge: The process of reviewing lower court decisions.
Ms. Mbuyi: Oh, you means like appeals?
Judge: Yes, explain the appeals process.

Ms. Mbuyi asked for help understanding the questions in three ways.
Try to find them.
Can you think of other ways to ask for help?

Review

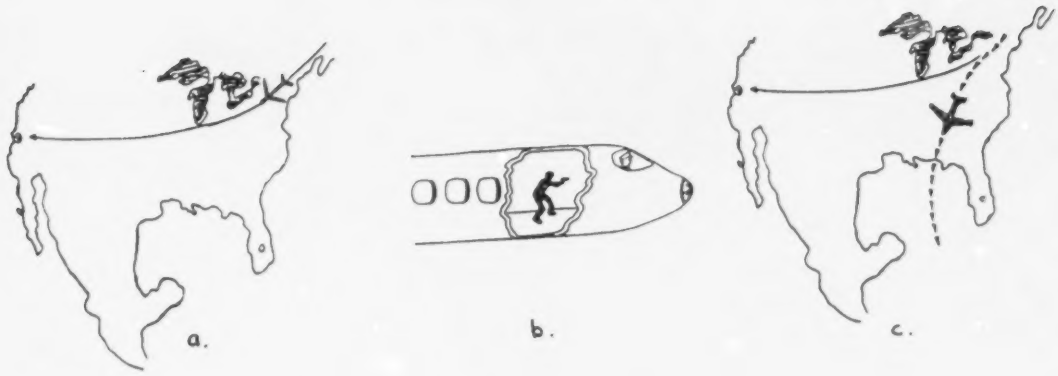
Pretend you are Ms. Mbuyi. Explain the appeals process.
Her next question will be: "What are the three types of federal courts?" Can you answer this?

LESSON 17 JUDICIAL BRANCH: DUTIES OF FEDERAL COURTS

Objective Explain duties of federal courts

Pre-Reading

Oral: Look at this picture again:

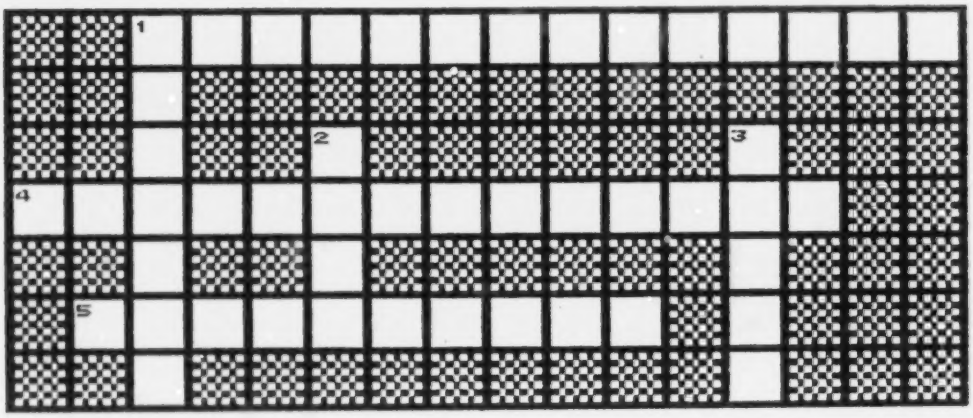


The man has a gun. He wants the pilot to fly to Cuba. He is hijacking the plane. Hijacking is a crime.

Discuss these questions:

Where did this happen?
Did it happen in a state?
Will they hear this case in a federal or state court?
Why?

Vocabulary:
Complete the following crossword puzzle.



Across:

1. Federal district courts hear cases about _____ rights.
4. The process when an immigrant becomes a U.S. citizen.
5. An official representative of one government living in another country; the head of an embassy.

Down:

1. People entering the U.S. have their suitcases searched by _____ officers, in airports, for example.
2. Rules of a government
3. The federal district courts are the _____ courts; the appeals courts are the higher courts.

Information

Duties Of Federal Courts

These are the main duties of the federal courts:

1) to hear cases about federal laws
2) to hear cases about constitutional rights
3) to guarantee the appeals process

These are other duties of federal courts:

To hear cases:

STATES	4) between 2 states 5) between citizens of 2 states
FOREIGN GOVERNMENT	6) between a state government and a foreign government 7) between a U.S. citizen and a foreign citizen 8) if ambassadors have legal problems with the foreign government where he/she works
OTHER	9) about problems with American ships 10) about special problems with federal taxes, customs, etc. 11) for naturalization

Using the Information:

A. Unscramble these sentences. Use the chart above. The first one is done as an example.

ex. cases/ court/ two/ A/ states/ hears/ between/ federal.

A federal court hears cases between two states.

1) duty/ courts/ is/ Naturalization/ the/ federal/ of.

_____

2) Cases/ foreign tourists/ federal/ to/ U.S. citizens/ and/ go/ courts/ between .

_____

3) American/ court/ A/ ships/ hears/ federal/ cases/ about.

_____

B. Form a small group. Think of a problem for the federal courts. For example, the hijacking situation goes to a federal court. Discuss your problem with the class.

Reading

Read the following paragraph. Then listen to your teacher read it. Five words are different. Underline the different words. Listen again. This time write the correct words.

We talked about twelve duties of the federal courts. They hear

cases about state laws. They interpret laws to see if they are

constitutional. They try to solve problems between tourists of two different states. If a foreign office has a problem with the government of Florida, it can bring a trial to a federal court.

Testing skills

Circle the letter of the best answer:

1) What court can review a case?
   a) federal district court
   b) U.S. Customs Court
   c) appellate court

2) Which court has a jury?
   a) federal district court
   b) U.S. Circuit Court of Appeals
   c) Supreme Court

3) Which is <u>not</u> a case for a federal court?
   a) a case between 2 citizens of the same state
   b) a case between 2 citizens of different states
   c) a case between a foreign citizen and a U.S. citizen

Review

Can you remember six duties of federal courts?

LESSON 18 THE JUDICIAL BRANCH: THE SUPREME COURT

Objective Explain the role of the Supreme Court

Pre-Reading

Oral: Look at the picture of the Supreme Court below.

Discuss the court system in your country.
Does your country have a Supreme Court?
Does your country have an appeals process?
How does someone become a judge in your country?
Does your country have juries?

Vocabulary

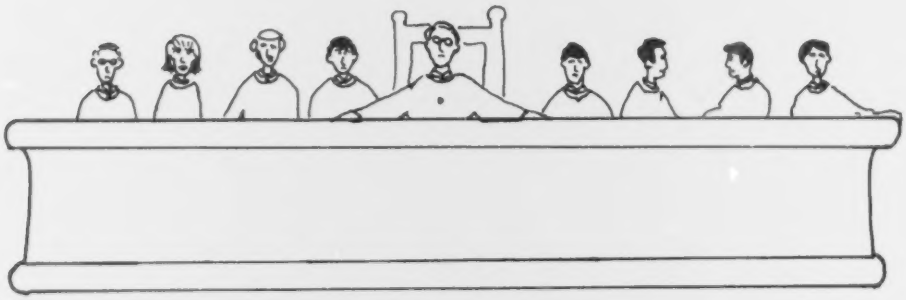
Match the words on the left with the definition on the right. Put the correct letter on the line.

___	1. **Justice**	a. highest court in the U.S.
___	2. **jury**	b. Decision: you did nothing wrong
___	3. **judicial branch**	c. court system of the U.S. government
___	4. **Supreme Court**	d. a judge on the Supreme Court
___	5. **innocent**	e. Decision: you did something wrong
___	6. **guilty**	f. people who make a decision in a case

Information

The Supreme Court

The following picture shows the Supreme Court's bench. The Supreme Court is in Washington, D.C. The nine justices sit and listen to important cases.



• 9 justices
• Justices choose the cases to hear
• the Supreme Court decisions are final
• Justices can say a state or federal law is unconstitutional

Using the Information:

A. Read the following sentences. Are they true or false? Circle **T** or **F**.

1)	You can appeal a Supreme Court decision.	T	F
2)	The Supreme Court hears all appellate cases.	T	F
3)	There is a jury and 9 justices on the Supreme Court.	T	F
4)	The Supreme Court only listens to cases about federal laws.	T	F
5)	The Supreme Court is in Washington, D.C.	T	F

Reading

Supreme Court Justices

Supreme Court justices have an important job. Justices hear cases about constitutional rights. Their decisions can affect all U.S. citizens. One of the nine justices is the Chief Justice.

The President appoints someone to be a justice. The Senate must approve his choice. Supreme Court justices have the position until they die or retire. If justices do something wrong, the Congress can try to impeach them. But, this does not happen very often.

Using the Reading:
B. Answer the following questions:

1) Who chooses a Supreme Court justice?

_____

2) What can happen if a justice does something wrong?

_____

3) How many Chief Justices are on the Supreme Court?

_____

4) If there is a new President, do all the Supreme Court justices change?

_____

Review

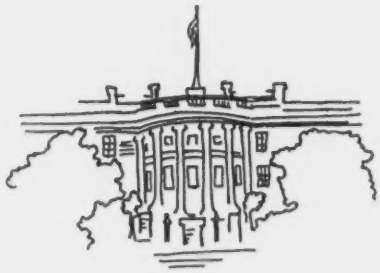
Do you know _____
how many justices are on the Supreme Court?
2 things the Supreme Court can do?

LESSON 19 CHECKS AND BALANCES

Objective Identify one way each branch of government checks and balances other branches

Pre-Reading

Oral: Look at these pictures again. Can you identify these buildings?



Work with a partner. Discuss these questions

1) What branch of the government does each building represent?
2) Can you identify one important duty of each branch?
3) Does one branch have more power than the others?
4) What is the federal government doing this month? Did you hear or read anything about taxes, court cases, defense, etc.?

Vocabulary:

Read the following vocabulary words:

checks - restrictions on the duties of each branch

balances - separate powers to each branch

Complete the puzzle. Use the vocabulary from lessons 1 - 18:

C A B I N E T
H _ _ _ _
E _ _ _ _ _ _ _ _ _
C _ _ _ _ _ _ _
K _ _ _
S _ _ _ _ _ _ _ _

A _ _ _ _ _ _ _ _ _
N _ _ _
D _ _ _ _ _ _ _

B _ _ _
A _ _ _ _ _ _
L _ _
A _ _ _ _ _ _
N _ _ _ _ _ _ _
C _ _ _ _ _ _ _
E _ _ _ _ _ _ _
S _ _ _ _ _ _

Definitions:

1. The advisors to the President are called Cabinet members.
2. There are 435 members in the _____.
3. The President and VP are part of the _____ branch.
4. The House and Senate together are called _____.
5. One title of nobility is _____.
6. The head of the Department of State is called _____ of State.
7. Changes to the Constitution are called _____.
8. The Army, _____, and Air Force are part of the military.
9. The lowest federal courts are _____ courts.
10. A plan or idea for a law is a _____.

11. The Senate must _____ treaties.
12. If Congress passes a bill and the President signs it, the bill becomes _____.
13. An _____ court reviews cases from lower courts.
14. Congress cannot give titles of _____.
15. During a _____ the candidates make many speeches.
16. Every 4 years there is an _____ for President and VP.
17. The highest court in the U.S. is the _____ Court.

Reading

Checks and Balances

The U.S. Constitution establishes three branches for the federal government; executive, legislative, and judicial. The three branches work together to help the country. Each branch has its own responsibilities and powers. No branch has more power than the other branches. They have balanced powers. Each branch has separate duties to check the powers of the other branches.

Using the Reading:

A. Answer these questions:

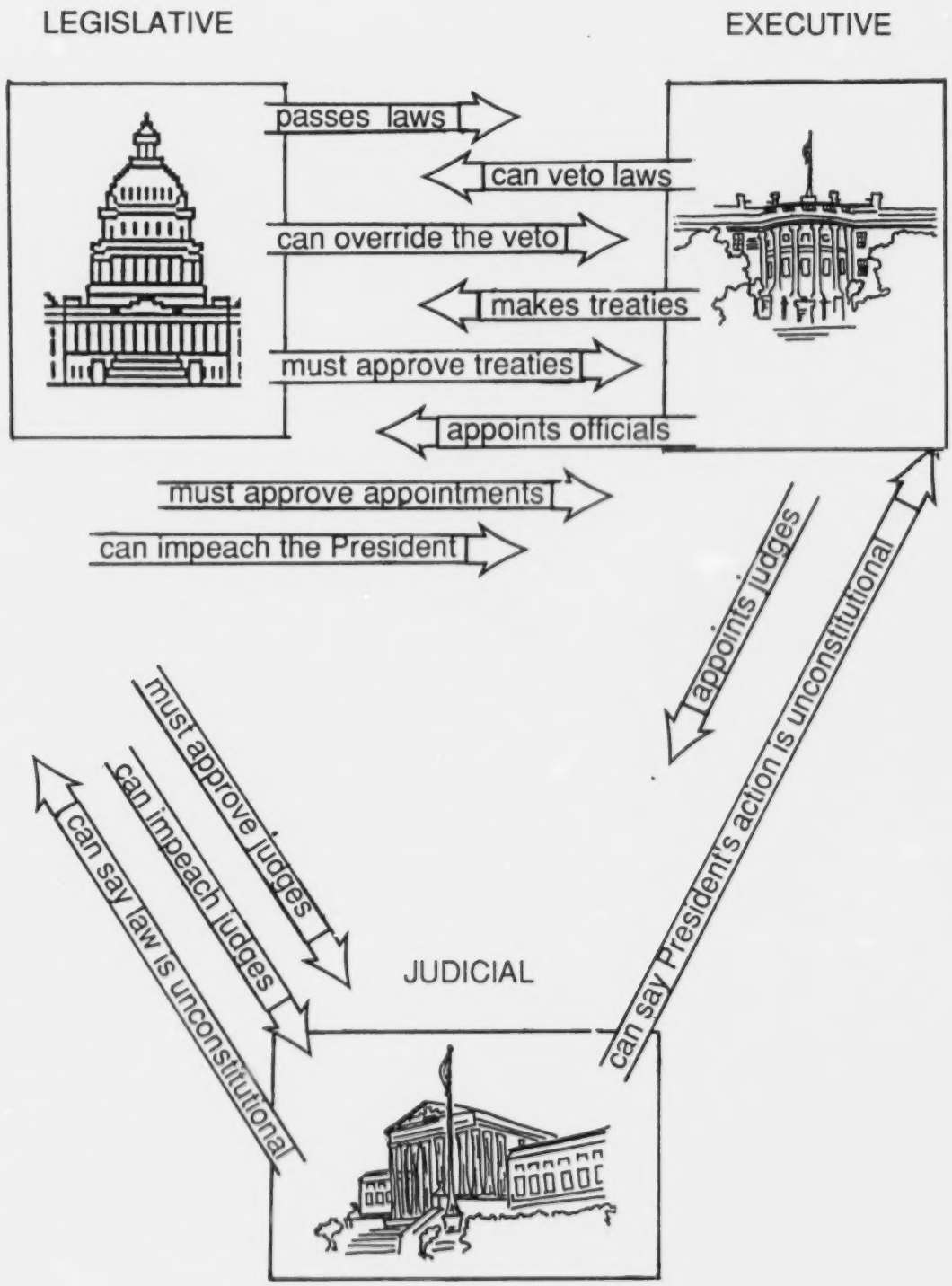
1) Does one branch have more power than the other branches?

2) Do all three branches share many duties?

3) Will the President have more power than the courts in the future?

Information

Checks And Balances



Using the Information:

B. Look at the diagram and fill in the blanks:

1) One of the important principles of the U.S. Constitution is the system of _____ and _____.
2) Congress can _____ laws, but the President can _____them.
3) The Supreme Court can say a law is _____.
4) The President _____ judges and the Senate must _____ the appointments.
5) The legislative branch checks the executive and judicial branches because it can _____ the President or a judge from office.

C. Form a small group. Discuss these questions with the group:

1) Do you think checks and balances are important? Why or why not?
2) Does the government of your country have checks and balances?
3) What would happen in the U.S. if we did not have checks and balances?

Testing skills

Read (or listen to) the following conversation

INS Official: What are the checks and balances?

Mr. Perez: Checks and balances tell us about the powers of the federal government ... the 3 branches.

INS Official: How do the 3 branches check and balance each other?

Mr. Perez: Let me think ... the executive checks the legislative.

INS Official: How?

Mr. Perez: Well ... Congress can pass a bill, but the President can. ... can ...

INS Official: Can what?

Mr. Perez: Say no ... say no ... I mean the President can veto the bill.

Think about the following. Mr. Perez does not answer immediately. What words does he use to get more time?

Review

Can you _____

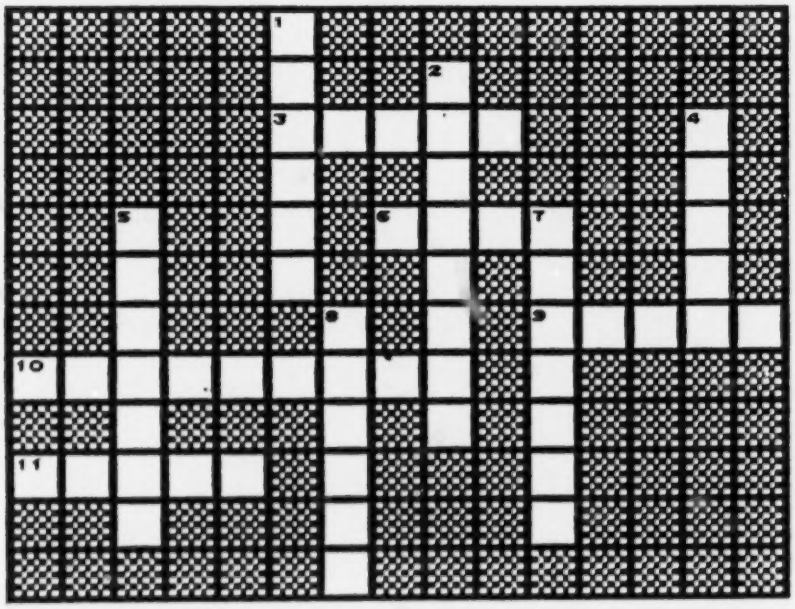
explain how the legislative checks the executive?
explain how the executive checks the judicial?
explain how the judicial checks the legislative?

LESSON 20 REVIEW: THE FEDERAL GOVERNMENT

This lesson will help you review the information in lessons 8 - 19. If you need help with these exercises, you can look back at the earlier lessons.

3 Branches of the Federal Government

A. Complete the following crossword puzzle.



Across

3. The federal government has _____ branches.
6. The executive branch enforces the _____.
9. No branch has more _____ than the other branches.
10. The head of the executive branch is the _____.
11. The Congress _____ the laws.

Down:

1. Each branch has its own _____.
2. The branches have _____ powers.
4. One part of Congress is the _____ of Representatives.
5. The U.S. government has a system of _____ and balances.
7. The highest court in the U.S. is the _____ Court.
8. The second part of the Congress is the _____. (see 4, Down)

Federal Officials

B. Work with a partner. One student will look at the chart on the top of the page. The other student will look at the chart on the bottom. You can see that your chart is not complete. Do not look at your partner's chart. You can ask your partner questions to get the information you need. For example, you can ask, "What age does the Vice President need?" Complete the chart:

	President	VP	Senator	Representive
Age	35+ years		30+ years	
Citizen		born in U.S.		7+ years
Residence		14+ years		in state
Term	4 years		6 years	
Limit	2 terms		none	
Number of:	1			435

	President	VP	Senator	Representive
Age		35+ years		25+ years
Citizen	born in U.S.		9+ years	
Residence	14+ years		in state	
Term		4 years		2 years
Limit		none		none
Number of:		1	100	

Candidates

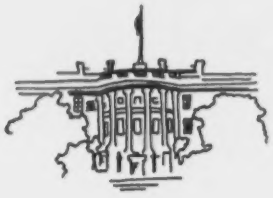
C. Read the short descriptions of these candidates. Can they be candidates for President (Pres.), Vice President (VP), Senator (Sen.) or Representative (Rep.)? Look at the chart you completed above. Put a check next to **all** of the offices they can be candidates for:

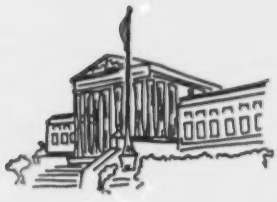
	Pres.	VP	Sen.	Rep.
1. Amelia Soares, 40. Born in Brazil. U.S. citizen and living in Texas since 1980.	___	___	✓	✓
2. Rose Moradian, 60. Born in Hawaii. Living in Hawaii all her life.	___	___	___	___
3. James Carter, 60. Born in Georgia. Was U.S. President from 1977-1981.	___	___	___	___
4. Ronald Reagan, 74. Born in Illinois. Was U.S. President from 1981-1989.	___	___	___	___
5. Thomas Fondell, 29. Born in Minnesota. Living in Africa since 1980.	___	___	___	___
6. Elisabeth Bailey, 58. Born in Vermont. Living in Virginia since 1980.	___	___	___	___
7. Christine Purdy, 32. Born in Missouri. Living in Washington for 6 years.	___	___	___	___

Check your answers. Did the other students check the same offices?

Federal Checks and Balances

D. Complete the following information:





Branch: _____ Branch: _____ Branch: _____

List 3 duties for each branch:

Duties:	Duties:	Duties:
1_____	4 _____	7 _____
2_____	5 _____	8 _____
3_____	6 _____	9 _____

CHECKS AND BALANCES

Write one way each branch checks the other two branches:

Checks Executive:	Checks Legislative:	Checks Legislative:
a) _____	c) _____	e) _____
Checks Judicial:	Checks Judicial:	Checks Executive:
b) _____	d) _____	f) _____

Our Leaders Today

E. Find the names of some important leaders in the U.S. You can ask your family, friends or teacher. You can hear about them on TV or read about them in the newspaper.

U.S. President _____

Vice President _____

Your Senators to U.S. Congress _____

_____

Your Representative to U.S. Congress _____

The Cabinet

F. The Cabinet members advise the President. Can you find the names of the different Cabinet offices in this puzzle? Circle these words:

~~**State**~~
Labor
Health
Energy
Housing
Justice
Interior
Defense
Commerce
Treasury
Education
Agriculture
Transportation

H M Z T S D E F E N S E P R
E A I N T E R I O R W D O H
A G R I C U L T U R E U D O
L B B C F Z L E N T J C R U
T E S E I O A N R S U A N S
H W T Z X X B E A E S T I I
T R A N S P O R T A T I O N
S O T E E Z R G X W I O R G
T R E A S U R Y B U C N U O
C C A C O M M E R C E G H N

Judicial Branch

G. The federal court system has 94 District Courts, 13 Circuit Courts of Appeals and 1 Supreme Court.
Fill in the correct information:

First, a federal case starts in a _____ court.

Second, the case can be reviewed in an _____ court.

Third, if necessary, a final review can be made in the _____ Court.

H. You are a Supreme Court Justice. Read the laws below. Are these laws constitutional? You must vote on each law. Write "Yes" if the law is constitutional. Write "No" if the law is unconstitutional.

	VOTE
1) Today's President will become President for life.	_____
2) All states will have the same number of senators.	_____
3) The state of California can say "NO" to all new immigrants.	_____
4) The people will vote for Supreme Court Justices.	_____
5) Every state will print money for that state.	_____
6) All citizens can have a lawyer.	_____
7) You must be a citizen for 10 years before you can vote.	_____
8) All children must pray in public schools.	_____
9) Newspapers can make jokes about the President.	_____

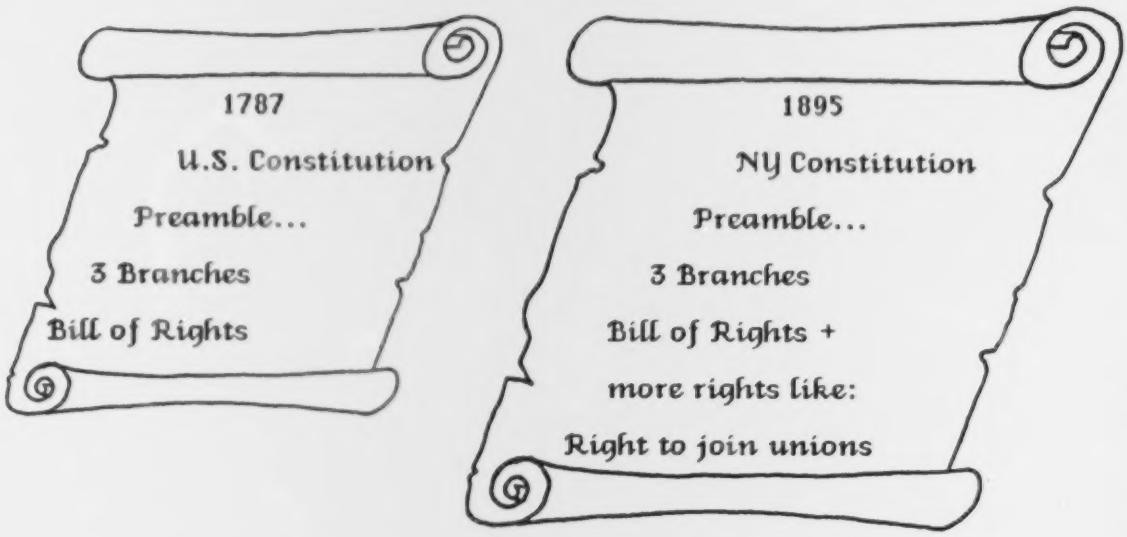
LESSON 21 STATE GOVERNMENT: STRUCTURE

Objective

Identify the structure of state governments
Identify state leaders
Explain direct democracy through referenda and petitions

Pre-Reading

Oral: Look at the pictures below. Discuss what is the same or different about them with a partner.



Why do you think state constitutions are like the federal constitution?

Vocabulary:

Read the following vocabulary words.

Assembly - the name for the House of Representatives in some state legislatures

Governor - the chief executive in a state

Lieutenant Governor - the assistant governor, the second-in-command in the state executive branch

National Guard - the military force of a state; the governor is the chief

Petition - a voter (or group of voters) can write a paper (a petition) to explain a problem, ask for a new law, or change a law. A petition must have the signatures of many citizens before a state legislature will review it.

Written: Scan the information on the following page. Read quickly to answer these questions. Circle **Y** or **N.**

1. Do state governments have 3 branches of government? Y N
2. Does the head of a state have advisors? Y N
3. Are the Circuit Court of Appeals part of the state court system? Y N
4. Do most states have two houses in the legislature? Y N
5. Can a state court hear cases about federal laws? Y N

Information

Three Branches Of State Government

Legislative

Senate **House of Representatives or Assembly**

passes state laws

approves state budget

states have different terms, but usually
Senate = 4 years
Representatives = 2 years

Executive

advisors:
Attorney General
Secretary of State
Treasurer

Governor **Lieutenant Governor**

is chief of National Guard

suggests state laws

can veto state laws

states have different terms, but usually
Governor = 2 or 4 years

Judicial

State Supreme Court
hears appeals cases

⬆

State District or Superior or Circuit Courts
hear trial cases: civil and criminal

⬆

Local Courts
hear special trial cases like: traffic, family, juvenile

- hear cases about state laws
- hear cases between citizens of the same state
- usually have a judge and jury at trial cases

Using the Information:

A. Work with a partner. This chart compares federal and state governments. Fill it in. Share your answers with the class.

Federal Government	***State Government***
a) President	a)
b)	b) Chief of National Guard
c)	c) Lieutenant Governor
d)	d) State Supreme Court
e) Federal district courts	e)
f)	f) State Senate
g) House of Representatives	g)
h) Separation of Powers	h)

Reading

Direct Democracy

Sometimes the federal government seems far away. Many citizens think they cannot change the federal laws. They think their Senators and Representatives do not pay much attention to their ideas. For the state government, the situation is different. This government is closer. State officials listen to opinions of the citizens.

One example of direct democracy is the right to petition. The citizens take action themselves. A petition to the state government can ask to make a new law or to change a present law. The idea from the petition is put on a ballot. Every voter can vote on it. If citizens agree with the idea, they vote "yes." If they disagree, they vote "no."

Using the Reading:

B. Are the following sentences true or false? Circle **T** or **F**. Correct all the false sentences.

1) A petition is an example of direct democracy. T F

2) Many citizens think they can change federal laws easily. T F

3) Sometimes, citizens of a state vote to make changes in state laws. T F

4) Petitions can only ask for new laws. T F

Testing skills

Listen to (or read) the following conversation. Circle the letter of the best response for Raul.

INS examiner: Okay, let's talk about state governments. Why does your state use a state constitution and the federal Constitution?

Raul: 1a) Because the federal one is for all the states, but the state one has more things just about my state.
b) I don't know.
c) We only have to use the state constitution.

INS examiner: What is the name for the leader of a state?

Raul: 2a) I think we call him the President.
b) The Lieutenant Governor helps him.
c) It is Governor.

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INS examiner: How are state governments set up?

Raul: 3a) They are like the federal government. They have a constitution and three branches.
b) They have a president, senators and representatives.
c) State governments set up taxes.

INS examiner: Do states have a system of checks and balances?

Raul: 4a) I'm not sure, but I think so because they all have three branches.
b) I'm not sure. Our teacher didn't tell us about it.
c) I'm not sure. Do they?

INS examiner: How are state governments different from the federal government?

Raul: 5a) State governments are exactly the same as the federal government.
b) State governments are more like a direct democracy.
c) The federal government makes state laws.

Review

Who is your Governor? Write the name here: _____

Do you know your State Senator or Representative/Assemblyman? Write the name(s) here: _____

Can you explain an example of direct democracy?

Can you name one duty for each branch of the state government?

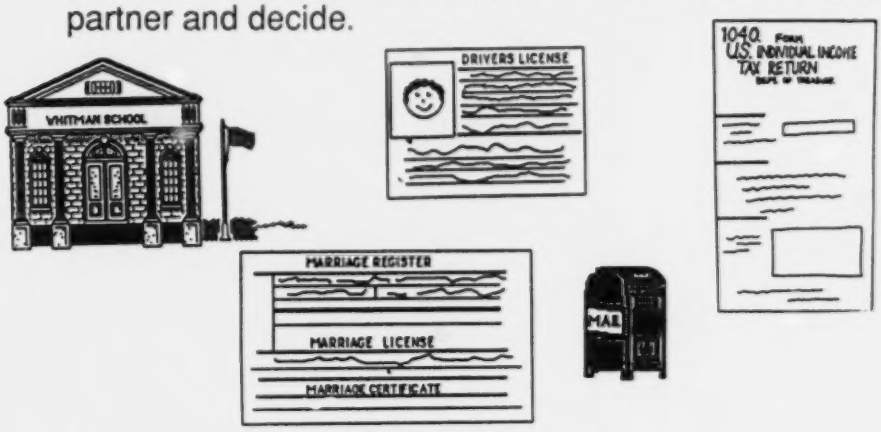
What do you call the highest STATE court?

LESSON 22 STATE GOVERNMENT: RESPONSIBILITIES

Objectives Identify services provided by the states
Compare state and federal responsibilities

Pre-Reading

Oral: Look at the pictures below. Does a state government or a federal government have responsibility? Talk with your partner and decide.



Discuss your opinions with the class.
Do the state and federal governments share any responsibilities? What are they?

Written: Read the sentences below. Which ones do you think are true about state governments?
Put a check next to the true sentences.

___ 1. State governments have responsibility for state transportation.
___ 2. The head of a state is the President.
___ 3. The Constitution says the states have powers.
___ 4. Police departments are part of the state responsibility.
___ 5. The Post Office is a state responsibility.

Vocabulary:
One word does not belong with the others. Circle it.

1)	responsibility	duty	power	petition
2)	international	local	federal	state
3)	post office	army	police	treaties
4)	Arizona	Texas	Oregon	Los Angeles

Reading

State Government Responsibilities

Amendment 10 of the U.S. Constitution says: If the federal government does not have certain powers in the Constitution, then the states or the people do. For example, the states have responsibilities for establishing education systems and police departments. They build roads and control licenses for marriage, driving, and some jobs (like doctors and lawyers). They make rules about trade inside the states.

Sometimes the state and federal governments share responsibilities. Many times they both offer services to help people, like health care and welfare. They also protect our environment, like parks and rivers. Federal and state governments can collect taxes, establish courts and make laws. There is one important point to remember: No state law can go against the U.S. Constitution!

Using the Reading:

A. Use the information in the paragraphs to fill in the chart below. List 4 responsibilities for each side:

State Responsibilities Alone	**Shared Federal & State Responsibilities**
1)_____	1)_____
2)_____	2)_____
3)_____	3)_____
4)_____	4)_____

B. Here is a list of state licenses:

driver
marriage
child care worker
doctor
lawyer
selling alcohol

Form several groups in class. Choose one of the licenses and discuss some rules for it. Think about age, training, testing, and why the license is important.

Share your ideas with the class. Discuss the other groups' ideas. Do you agree with them? Would you add something else?

Testing skills

Read the following questions. Discuss them with a partner. You can write the answers if you want.

1) How many states are in the U.S.?

_____

2) What is one responsibility for the state government, but not for the federal government?

_____

3) Does the Constitution give powers to the states?

_____

4) Why do both state and federal governments collect taxes?

_____

Review

Look back at the first two exercises on page 117. Were your choices correct?

Can you explain the correct answers?

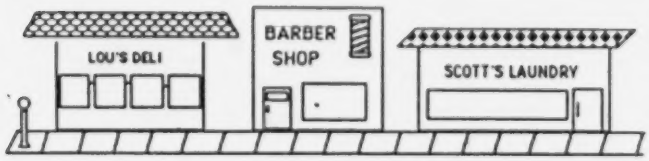
LESSON 23 LOCAL GOVERNMENT: STRUCTURES

Objectives Identify types of local governments
Name local leaders

Pre-Reading

Oral: Look at the following pictures.

LOCAL TOWN SCENE*



Work with a partner. Discuss these questions.

1) Do you live in a city, town, or rural area?
2) In your country, did you live in a city, town or rural area?
3) Who were the local leaders?
4) Who are your local leaders now?
5) Where can you find out their names?

Vocabulary:

Write a simple definition for these words. Use your dictionary.
Example: **board** a committee with a special responsibility

1) **mayor** _____

2) **council** (city council) _____

_____

3) **manager** (city manager) _____

_____

4) **county** _____

5) **commission** (county or city commission) _____

_____

6) **commissioner** _____

7) **supervisor** (county supervisor) _____

_____

8) **charter** (local government charter) _____

_____

Information

Types Of Local Government

Local governments are different from state and federal governments because they do not have constitutions. Local governments receive a charter (plan of government) from the state government. There are different types of local governments: city, county, town, and village. The local **charter** tells about the organization for the government. Look at this chart . What kind of local government do you have?

CITY

1. MAYOR - CITY COUNCIL
• The mayor and council are elected by the citizens.
• The mayor is the executive. The council is the legislature.

2. COUNCIL - CITY MANAGER
• The council is elected. The council hires a city manager.
• The council makes the laws and directs the city manager. The city manager carries out the city's business.

3. COMMISSION
• The citizens elect a group of commissioners.
• The commission is both an executive and legislature.

COUNTY

COUNTY BOARD OR
BOARD OF COMMISSIONERS OR BOARD OF SUPERVISORS
• Citizens elect members to the board.
• County governments usually do not have 3 branches. The board makes plans for the county and enforces state laws.

Using the Information:

A. Look at this list of government officials. One is not elected. Put a check next to that official:

___ 1. city mayor
___ 2. city council
___ 3. city manager
___ 4. city commissioner
___ 5. county board member
___ 6. county supervisor

B. Form a small group. Look at the boxes. These people want to be the mayor of a small city in the U.S. Talk about the qualifications of these people. Then, choose the person you think will be the best mayor. Be prepared to tell the class your reasons.

ESTHER APPOLO, 30 • administrator • 4 years on city council • wants to stop crime in city	GORDON BELTZ, 59 • computer programer • 5 years on city council • wants to lower city taxes
MARIO GALLO, 52 • doctor • 12 years on Board of Health • wants to build new hospitals and clinics	JUDITH ROBERTS, 65 • retired teacher • 25 years with schools • wants to pay city employees more wages
ISAAC WILLIAMS, 68 • retired policeman • 20 years as Police Chief • wants to stop crime	EDNA SIMASO, 50 • lawyer • 10 years on School Board • wants to lower taxes

Group choice for mayor _____

Reason _____

Class choice for mayor _____

Reading

Read this paragraph from the *Federal Citizenship Text - U.S. Government Structure*:

"Local governments have a court system, which handles local issues, such as traffic laws and small claims. Sometimes cases may be **appealed** to the state courts. Judges in local courts are sometimes called justices of the peace, though many are called judge or magistrate. Local courts tend to specialize in one area of law, such as traffic or family, to make sure that the judge is as knowledgeable as possible. By specializing, local courts try to provide responsive, efficient legal service."

Using the Reading:

C. Now read the sentences below. They have the same information, but they are easier to understand. Discuss the answers to the questions about your local government.

1) Local courts take care of local problems. For example, you go to a traffic court for traffic problems. If the money in the case is a small amount, you go to a small claims court .

   - What kinds of local courts are in your area?

2) Sometimes a citizen can appeal a local court decision to a higher state court. For example, the county court says you are guilty in an accident. You do not believe you are guilty. You want a review. You can appeal to a higher court in your state.

   - Can you think of another situation?

3) Judges in local courts are called justices of the peace, magistrates or judges.

- What are they called in your local courts?

Testing skills

This conversation is part of an INS interview. Think about the answers to the questions. Practice the interview with your partner.

INS official: Where do you live?

Applicant: _____

INS official: What kind of local government do you have?

Applicant: _____

INS official: Who are your local leaders?

Applicant: _____

INS official: Have you ever been to a local court?

Applicant: _____

Review

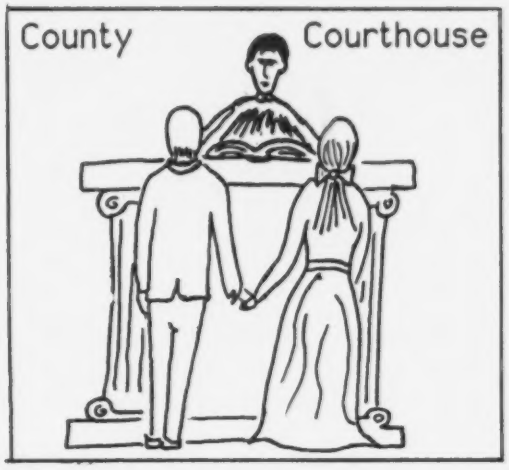
Who are your local leaders?

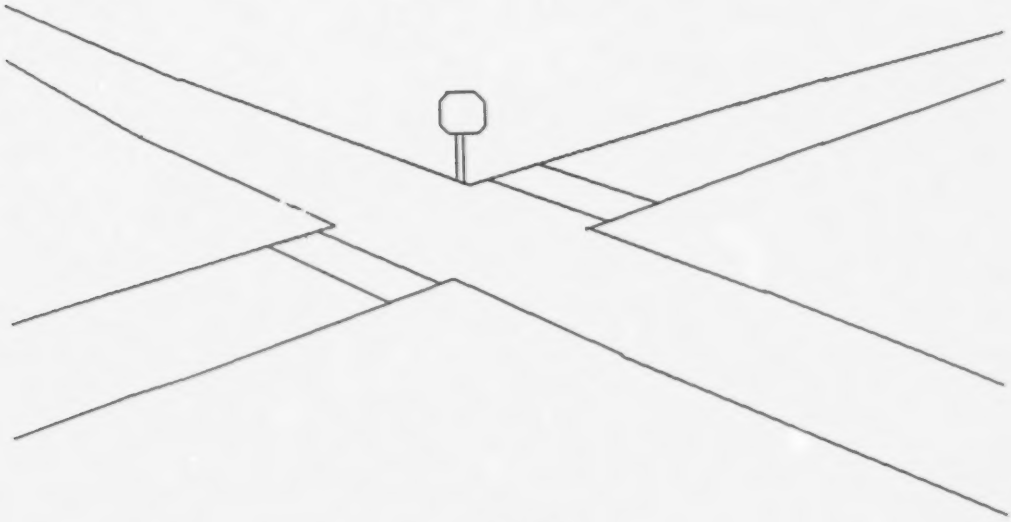
LESSON 24 LOCAL GOVERNMENT: RESPONSIBILITIES

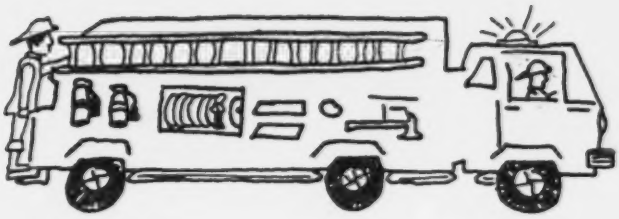
Objective Identify services provided by local governments

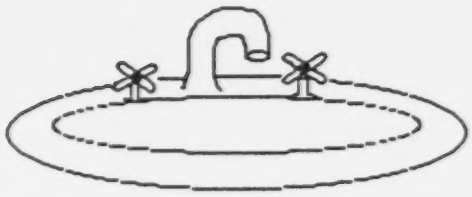
Pre-Reading

Oral: These six pictures represent services from local governments. Discuss the pictures with a partner. Write a word or sentence to describe the service. Share your answers with the class.









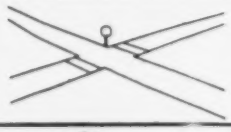
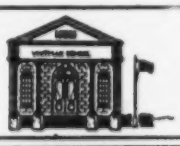
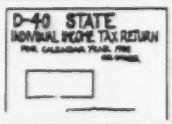
Vocabulary :

Use your dictionary to help you understand the words below. Match the words on the left with the definitions on the right. Put the correct letter on the line.

___ 1. **funding**	a. what we teach in schools
___ 2. **license**	b. not dangerous
___ 3. (to) **hire**	c. moving cars, buses, etc.
___ 4. (to) **collect**	d. to save from danger
___ 5. **traffic**	e. to give someone a job
___ 6. **records**	f. official papers or documents
___ 7. (to) **rescue**	g. near where you live
___ 8. **local**	h. to pick up together
___ 9. **safe**	i. money for a program
___10. **curriculum**	j. permission to do something, like driving

Information

Local Services

Situation	*Name*	*Responsibilities*
1.	Water Department	makes sure drinking water is safe
2. 	Roads/Highway Department	repairs local roads, signs, and bridges
3. 	Board of Education	hires teachers, decides salaries, curriculum, funding
4.	Clerk's Office	keeps records (marriage licenses, birth certificates)
5.	Sanitation Department	collects trash, keeps area clean
6.	Fire & Rescue Department	stops fires, saves people in emergencies
7.	Police Department	protects people, makes sure laws are not broken
8. 	Treasury or Tax Department	collects money to provide for services and programs
9.	Courthouse	hears cases about local laws, family problems, traffic laws
10.		

Using the Information:

A. Read about some local problems. Look at the chart on the other page. Decide where to call for help. Write the name of the local service.

1) Steve sees some smoke coming from his neighbor's apartment. Where can he call? _____

2) Ali lives on a very busy street. There are lots of accidents on the corner. Ali thinks the town needs a stop sign on the corner. Where can he call? _____

3) Mary wants to go to Brazil. She needs a passport. She needs some identification to show she is a U.S. citizen. Where can she call? _____

4) Ana sees a very drunk man. He is leaving a bar. He is going to drive his car. Where can she call? _____

5) Pheng's son does not understand English. He is having problems in school. He needs help to learn English. Where can he call? _____

6)

B. Form a small group. Can you think of another service provided by your local government? Add it to box 10 on the chart. Can you think of another problem? Add it to number 6 above. Share your group's ideas with the other groups in the class.

Reading

Read the following paragraph from the *Federal Citizenship Text - U.S. Government Structure*:

"One of the most important functions or duties of local government is managing the public schools. People often want to be involved in decisions made about the schools because they want the children in the area to get a good education. Local school districts elect school boards so that the people can be involved. The school board makes decisions about teacher salaries, curriculum, and to a certain extent, funding, as well as many other administrative aspects of maintaining the schools in its district. People in the community often go to school board meetings to publicly state their opinions about what needs to be done in the schools."

Using the Reading:

C. Form a small group. Pretend you are a group of parents. You are going to a school board meeting. Make a list of 5 more things you want the school to do. Your list can include new ideas, too. Be prepared to tell the school board your reasons.

NEED	REASON
1. Bilingual Aides	Some students do not speak enough English.
2.	
3.	
4.	
5.	
6.	

Testing skills

Read the first sentence in each question below. Circle the letter of the other sentence with the same meaning:

1) Local governments offer many services.
   a) Local governments take care of schools, roads and water.
   b) Local governments pay the state for services.
   c) Local governments receive services from the federal government.

2) The people elect members to the local school board.
   a) The people hire the school board members.
   b) School boards have elected members.
   c) School boards have appointed members.

3) The County Courthouse hears cases about traffic laws.
   a) Local courts hear cases about buying school buses.
   b) Local courts hear cases about the price of stamps.
   c) Local courts hear cases about speeding tickets.

4) The Clerk's Office keeps official records.
   a) The Clerk's Office takes care of licenses and certificates.
   b) The Clerk's Office gives driving tests.
   c) The Clerk's Office keeps tax money.

Review

Name 3 services your local government provides.

LESSON 25 GENERAL REVIEW

This lesson will help you review the information in lessons 1 - 24.

Leaders

A. We have different names for many leaders in our three levels of government. There is a list of those names below. Can you find the names in the word search? Circle the words.

~~President~~	M A Y S S R Z J U S T I C E E
Governor	O F N E U B R E P R E S I U V
Representative	F V Z N P R E S I D E N T U S
Senator	F G O A E V U B J Z M A Y O R
Assemblyman	I E N T R M H J X Y P R C D N
Mayor	C A G O V E R N O R R I O U N
City Council	I X G R I M A X I C E A U L X
Supervisor	A N A S S E M B L Y M A N I S
Justice	L A X D O K C C E A Y X C Z P
Officials	S R E P R E S E N T A T I V E
	P E S A R D B O U C I L L E V

Petitions

B. Form a small group. Choose a topic:

1) you want to change a law in your state;
2) you want to write a new law; or,
3) you want the state or local government to give money to build a hospital or school or more roads.

Discuss your choice. If you want one of these things to happen, what can you do? Write a group petition. Say what you want. Give your reasons. Give ideas to make this happen.

Share your petition with the class. Do your classmates agree with your ideas? Have a class vote on each petition.

Responsibilities of Government

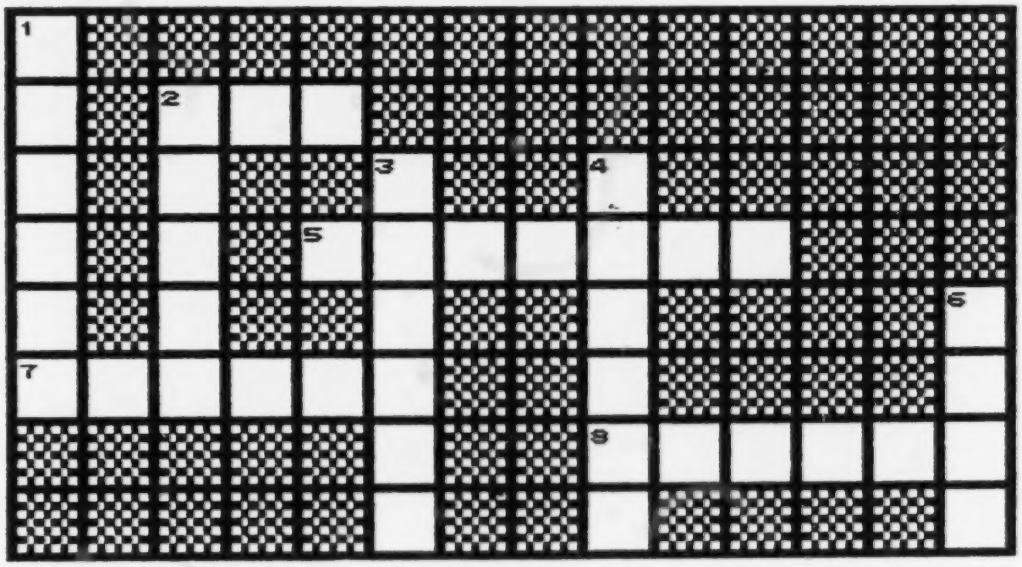
C. Look at the following list. These are responsibilities or actions of the different levels of government. List them in the correct column in the chart below:

passes state laws
School Board of Education
National Guard
driver's licenses
makes treaties
parking ticket
prints money
city council
gives money for defense
collects federal taxes
water department
cases between citizens of 2 states
cases between citizens of same state
rules for trade in one state
rules for international trade
fire department

Federal	*State*	*Local*

The Constitution

D. Complete the crossword puzzle below.



Across

2. The Bill of Rights are the first ___ amendments.
5. The U.S. Constitution is the _____, or supreme, law of the land.
7. Freedom of _____ means we can say our thoughts.
8. If we bring a case to court, we can have a _____ help us.

Down:

1. The U.S. government has separation of _____.
2. The U.S. has ___ branches of government.
3. The Constitution lists the basic _____ for all people living in the U.S..
4. The Constitution says we have a government by the _____.
6. At a trial, a group of citizens, or ____, can listen to our case.

Important Documents

E. Read the following phrases. They can be found in different official documents. Match the phrase on the left with its document on the right. Put the correct letter on the line.

___ 1. "We the people of the United States..."	a. Articles of the Constitution
___ 2. "The citizens will elect a governor every 4 years..."	b. Bill of Rights
___ 3. "The mayor and city council will be the executive and legislative branches..."	c. Amendments 11 - 26
___ 4. "...freedom of religion, speech, press..."	d. Preamble
___ 5. "...citizens 18 years or older can vote..."	e. a state constitution
___ 6. "As of April 3, 1988 first class letters need a 25¢ stamp."	f. a state law
___ 7. "Everyone must pass a driving test to get a license."	g. a local charter
___ 8. "Three-fourths (3/4) of the states must vote to amend the Constitution."	h. a federal law

Number Game

F. You need to remember some important numbers in the U.S. Government.
Fill in the blanks below with the correct numbers (#):

1. # of branches in the U.S. Government 3
2. # of senators in the U.S. Congress _____
3. # of representatives in the U.S. Congress _____
4. # of Vice President(s) in the executive branch _____
5. # of Supreme Court Justices _____
6. # of states _____
7. # of amendments in the Bill of Rights _____
8. George Washington was President # ___. _____
9. In 1987, the U.S. Constitution was ___ years old + _____

Now add these numbers = _____

Your answer has three numbers. Each number represents a letter. Use the chart below. Find the numbers from your answer and their letters.

0	1	2	3	4	5	6	7	8	9
S	E	P	D	O	T	L	R	U	A

Write the letters in the same order. You will see the name of a special place for you.

___ ___ ___

STUDY QUESTIONS

After you finish this book, you should try to answer these questions. Be prepared to answer these questions when you go to the INS for a citizenship examination.

The Constitution

1. When was the Constitution written?
2. Why is the Constitution called the "supreme law of the land?"
3. Who does the Constitution guarantee basic rights for?
4. Name one of the main principles of the Constitution.
5. How can we change the Constitution?
6. What are the first ten amendments called?
7. Name one right guaranteed by the first amendment.
8. What is your right if you are accused of a crime?
9. Who has the right to vote?

Federal

1. What are the 3 branches of government?
2. Which branch of the government has the offices of the President and Vice President?
3. Name 1 duty of the President.
4. Name 1 qualification to be President.
5. How often do we have elections for President?
6. A person can be President for how many terms?
7. Why do we have a Vice President?

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8. Name 1 qualification to be Vice President.
9. Name 1 duty for a Vice President.
10. What is the Cabinet?
11. What does the Cabinet do?
12. Name 1 Cabinet department.
13. Which branch of the federal government makes the laws?
14. What do we call the 2 houses of Congress?
15. Tell 1 duty of the House of Representatives.
16. Tell 1 duty of the Senate.
17. Name 1 thing the Constitution says the Congress cannot do.
18. How many Senators are in Congress?
19. Name one qualification to be a Senator.
20. How many Representatives are in Congress?
21. Name one qualification to be a Representative.
22. Where does the Congress meet?
23. Which branch of government interprets the laws?
24. Name the highest court in the U.S.
25. What special power does the Supreme Court have?
26. Name one duty of federal courts.
27. What can you do if you do not think you had a fair trial?
28. What is one way each branch of government checks and balances other branches?
29. Who is the U.S. President now?
30. Who is the U.S. Vice President now?
31. Who is your Representative to Congress?
32. Name one of your Senators to Congress.

State

1. Name one service offered by state governments.
2. What is an example of direct democracy in state governments?
3. How many branches are in the state government?
4. What do we call the head of the executive branch in a state government?
5. Name one duty of a governor.
6. Name one duty of the state legislature.
7. Name one duty of a state court.
8. Who is the governor of your State?

Local

1. Name 2 services offered by local governments.
2. Who is the head of your local government?

5. What is an example of direct democracy in state governments?
6. How many branches are in the state government?
7. What do we call the branches of the state government?
8. What do we call the head of the executive branch in a state government?
9. Name one duty of a governor.
10. Why do we have a lieutenant governor?
11. Name one duty of the state legislature.
12. What is the name of the highest state court?
13. Who makes the decision, guilty or not-guilty, at most trials?
14. Name one duty of a state court.
15. Who is the governor of your State?
16. Who is your Representative to the state legislature?
17. Who is your Senator to the state legislature?

Local

1. What do we call the plan for a local government?
2. Name two types of local government.
3. Name two authorities (person or group) for a local government.
4. Name two services offered by local governments.
5. Who is the head of your local government?

TO THE INSTRUCTOR

General Guidelines

By The People: U.S. Government Structure, *Of The People: U.S. History*, and *For The People: U.S. Citizenship Education and Naturalization Information* have been created for limited English proficient students who are applying for citizenship or permanent resident status. The books were developed for the Immigration and Naturalization Service (INS) of the U.S. Department of Justice. The contents are based upon the INS' federal citizenship textbook series.

These books have been written for advanced beginner/low intermediate English as a Second Language (ESL) students. For those teachers and administrators familiar with the SPL (Student Performance Level) ratings, these books address level 4 students, with some less difficult exercises for level 3 students and some more challenging ones for level 5 students. Instructors can use these texts to creat their own lessons for students at SPL 1 and 2. The lessons in these books incorporate all four skills: listening, speaking, reading and writing. The lessons become progressively more difficult as the students continue through the course.

Our past experience with this student population indicates that many students in the citizenship classes have stronger oral skills than literacy skills. We sought to build upon those oral/aural skills when developing these lessons. Each lesson begins with a discussion exercise to provide background information to the content that will be presented ,as well as to elicit any information the students already have about the subject. In addition, these discussions offer the students opportunities to compare their countries and cultures with the US. Furthermore, within each lesson there are paired and group activities that encourage speaking practice and opinion-sharing among the students.

Most teachers will find not only students with strong oral skills in their classes, but also students of mixed levels and abilities. These heterogeneous, multi-level classes are frequently the most difficult to teach. Our awareness of this fact led us to include a wide variety of exercises and presentations of the information. The opportunities for cooperative learning approaches exist with written and oral group work, peer teaching and problem-solving activities.

Besides the inclusion of much oral practice, these books have another unique feature. Each lesson contains a testing section that helps prepare students for oral and written exams. The students have the opportunity to learn how to pause or stall and request clarification or repetition when confronted with oral questions which they do not hear correctly or understand at first. The written testing exercises expose students to the diverse types of exam questions commonly found in American schools and training programs. This testing section is also important because it reinforces the material learned in the lesson.

The instructor's role should be that of a facilitator, while doing these lessons. The aim is to guide the instruction and the subsequent comprehension as the information is conveyed through the charts, diagrams, pictures, maps and readings. The salient points of the material are emphasized and should be reinforced by the instructor. However, we hope the students will learn how to read these charts, et. al. on their own after some initial guidance.

The instructor does however provide a crucial link for the students between the classroom and the outside world. It is with the instructor's experience and resources that the students will be able to move beyond the book. The instructor should use authentic materials from newspapers, radio and TV news, and community centers (e.g., libraries, historical landmarks, government offices) while conducting the classes. It is most important to demonstrate to the students how the government and history subjects affect their lives today.

The instructor is also best suited to gear the instruction to the appropriate level of the class. Knowing the composition of the student body, the instructor can decide which exercises to complete in the lessons. Not all of them need to be done, nor must all of them be done with the methods we have suggested. For example, if all the students would understand an exercise better when done together as a class, then the instructor should feel free to utilize the material in that way. We have deliberately built into the lessons and exercises methodological flexibilty.

It is also important for instructors to remember that these textbooks are content-based. They have been designed to present history, government and civics in a comprehensible manner to limited English speakers, encouraging their participation and skill development. They have not been designed to teach survival or academic ESL. Using these books alone will not teach basic English to beginning students.

Furthermore, the authors have assumed that the instructors using these textbooks have had some experience teaching ESL and/or this adult population already. The following teacher's notes are guides to instruction and not a text in general methods and techniques of teaching ESL to adults. They do not explain each exercise, nor tell the instructor how to address students, divide classes into pairs or groups, generate discussion, or judge which sections to embellish and which to disregard. That knowledge comes from the instructor's own experience and attentiveness to the students being taught.

These texts were developed in a very short time frame, and therefore had only limited field-testing. The authors would appreciate feedback from classroom and tutorial experience for revisions in future editions.

Lesson Format

Students will practice all skill areas -- listening, speaking, reading and writing. Most of the lessons have 6 parts, including:

I. Objective(s)
II. Pre-Reading
III. Information
IV. Reading
V. Testing skills
VI. Review

I. Objective(s): Each lesson has one or more stated objectives. The objectives are written in terms that you, as the teacher, will understand more easily than the students. They will help you focus on the key information in each lesson .

II. Pre-Reading: The Pre-Reading section of the lessons is very important. The Pre-Reading exercises prepare the students for the new material in the lesson and can help you assess how much the students already know about the topic. Every lesson has two or three exercises -- *Oral, Vocabulary, and/or Written.*

Oral: The stimulus for the oral exercise is usually a picture or short situation statement with questions for discussion. The discussions can be conducted with pairs, small groups or the entire class. The questions are designed to stimulate some discussion and to introduce the topic of the lesson. Whenever possible, the teacher should try to build on what students already know about their own countries and the US. If the students work in small groups, it is always a good idea to bring everyone back together to share the group responses.

Written: There are several different types of written exercises - scanning, guessing (or predicting), and matching. In scanning exercises, you must always make sure the students read the questions before they scan the paragraph or chart. This helps them focus on specific pieces of information. It is also helpful to give the students a time limit for completing the scanning exercise.

For the guessing (or predicting) exercises, teachers should reinforce the idea of guessing - what do the students think the answer will be? Stress that they are not expected to know the answer. Everyone should review the predictions after the lesson is completed.

Vocabulary: Many of the vocabulary words that are needed to learn about the US government are not used everyday and will have to be taught. The most important thing to remember is to work from the known to the unknown.

Keep in mind that a lot of the vocabulary is passive - we do not need to use it, but we do need to understand it. In addition, certain abstract concepts, such as democracy and freedom, may be unfamiliar to the students; and extra care should be taken during their explanations.

When teaching vocabulary, you should try to contextualize the words as much as possible.

> For example, in lesson 8, there is a definition for **soldier.** If you show a picture of soldiers, the students will probably understand the word immediately.

Another way to contextualize is to give examples or situations of how the word is used in everyday speech. This method is particularly effective with abstract words.

> For example, in lesson 6, students are asked to match the word **blessings** with a synonym or definition. Fake a sneeze in class and see if the students know the polite response, "God bless you." The simple context may help them understand the word in more difficult contexts.

If your students speak a Romance language (Spanish, French, Portuguese, etc.), another good strategy for dealing with new vocabulary is to use cognates, words that are similar in both English and their native language.

> For example, in lesson 2, students find the word **supreme.** Spanish speakers should recognize the Spanish cognate, *suprema.* Some cognates, such as **resign** in lesson 6, will only differ in pronunciation or in spelling with one or two letters, e.g., *resignar.*

One word of caution with cognates, though. You do not want the students to get the idea that all English words that sound or look like words in their native language are cognates. They also have to beware of false cognates [e.g., "embarrassed" in English is not "*embarazada*" (pregnant) in Spanish].

The lessons contain different types of vocabulary exercises. In some instances, we provide the definitions and/or example sentences. In others, we suggest students use a dictionary to write the definitions themselves, complete crossword puzzles, or answer matching exercises. Encourage students to try these exercises without a dictionary first. Other types of exercises are: finding the word which does not belong, unscrambling, and sentence completions.

III. Information: The topic, or new information, is usually presented in a chart or diagram. We chose this approach with the beginning student in mind. We hope that students will be able to break the charts or diagrams down into parts, and therefore, be able to understand the material more easily. We also feel this format is less threatening than a page of prose. Moreover, it highlights the most salient features of the lesson.

The starting point of all the Information pages is the title. Have the students make predictions based on the title. Next, have the students skim the page quickly for some general impressions of the content. Finally, ask the students to read the Information carefully.

Some student with limited literacy skills may have difficulty focusing on the charts and diagrams. Teachers can help by guiding the students with questions.

> For example, in lesson 1, you can ask students to tell you what is on the left side, in the middle, and on the right side of the chart. You might ask them to tell you the name of their state and other states. You could discuss where they live now and where they lived before - large or small city, suburbs, small town, rural area, etc.

Always encourage students to ask questions. Let classmates supply the answers whenever possible. Refer the students back to the Vocabulary or Pre-Reading exercise(s) when appropriate.

Using the Information: There are usually two exercises after the Information presentation. One requires writing and the other requires listening and/or speaking. Before asking the students to complete the exercises, you should make sure they understand the instructions. There are many different types of exercises, so the students will need

some guidance. Each time a new type of exercise is introduced, we have explained its procedure in the lesson notes which follow.

These exercises are not for testing, so encourage the students to look at the chart or diagram. After the students complete the written exercises, they can check their answers in groups or pairs, or they can look at the answer key in the back of the book. All the small group discussions should be reviewed with the entire class.

> For example, exercise B, in lesson 1, asks each group to list some laws. After the groups finish making a list, have each group report one or two of the laws to the class.

IV. Reading: Sometimes the Reading will be a prose version of the Information. Other times the Reading will introduce new material on the same topic. Most of the Readings have been simplified from the INS *U.S. Government Structure* text. However, there are some paragraphs that have been copied directly from the text and are followed by simplification exercises.

The teaching strategies for the Reading are similar to those used with the Information. First, have students discuss the title. Next have them skim the paragraphs for the main idea or scan the paragraphs for specific pieces of information. Finally, have the students read the passage silently. As with the Information, encourage students to refer back to earlier parts of the lesson and to ask questions. The words in bold-face are new vocabulary words for that lesson.

Using the Reading: The reading comprehension exercise is not a test. Students should be encouraged to look at the Reading while completing the exercise. The purpose of the exercise is to help the students understand the basic concepts and to provide language

practice. Again, students should check their answers before continuing on to the next part of the lesson.

V. **Testing skills:** The purpose of the Testing skills section is twofold. First, this section tests the students' mastery of the key points in the lesson. Second, and more importantly, it helps students prepare for test-taking situations. Our experience with this population has indicated that students frequently do indeed have the necessary knowledge to pass a test, but they are often unable to demonstrate their knowledge without appropriate test-taking skills.

In the beginning you will have to guide the students through the different types of tests. About one-half are pen-and-paper type tests-- Multiple Choice, True/False, Matching, Listening Discrimination, etc. The other half are simulated oral interviews. (You may want to record these interviews on tape for additional listening practice.) In the interviews, students will learn and practice requesting clarification, and pausing or stalling while thinking about an answer. We include these stategies in the testing section because they are used so often by native speakers in interview situations. Students should be encouraged to learn and use more clarification and stalling strategies.

Students should check their answers before preceding. One good learning stategy is to look back through the lesson and circle (or highlight) the answers in the text.

VI. **Review:** The last section is very brief. The review questions focus on the key points of the lesson and restate the objective(s). If students are unable to answer the review questions, try to help the student identify what s/he missed. You may need to create some additional practice exercises. If students are able to answer the review questions, they are ready to begin the next lesson.

LESSON NOTES

Lesson 1

Vocabulary: This first vocabulary lesson is intentionally easy. Students only have to recognize the word. This exercise will help you identify students who may not be literate. Ask students to identify their state, local area and/or county.

Map skills: Take as many maps as possible to class: maps of the world, the US and the students' countries. Some teachers might want to discuss the maps of the students' countries before the US map.

Exercise B: After you elicit different laws from the groups, you may want to try to have the class categorize the laws: federal, state or local.

Exercise C: Can be done orally or in writing

Reading: Discuss other types of governments (communist, dictatorship, monarchy, etc.)

Lesson 2

Oral: Question 4 is intentionally difficult. If your students are at a lower level, delete this question and any others that you think are too difficult.

Written: This is the first prediction or guessing exercise. Encourage students to guess. Tell them you will accept any answer now. They will look for the correct answers in the lesson.

Information: "Supreme law of the land" may be difficult to understand. Provide further explanation with examples.

Exercise B: If necessary, define the word "rules" and compare it to "rights." An example to start the class might be:

Rule - no smoking in class
Right - everyone has the right to speak in class

Exercise C: Sometimes students will have to refer back to the Information or Vocabulary in this section (e.g., item 8 requires students to look back at the Information chart)

Testing skills: Teacher reads sentences:
Example: Who wrote the Constitution?
1. When did they write the Constitution?
2. How many principles are in the Constitution?
3. Is self-government important to the American people?
4. In the Constitution, what are the three main branches?
5. Do we have the right to own property?

Review: As with all lessons containing a prediction exercise, review the questions again after the lesson is completed.

Lesson 3
Oral: If necessary explain "introduction."

Written: This is a scanning exercise. Students should only underline words. They do not need to read it carefully. It may be helpful to set a time limit.

Vocabulary: Since this is the first matching exercise, you may want to do it as a group. With the exception of defense, welfare and justice, these words are passive vocabulary that the students do not need to study.

Exercise B: An INS official might ask a student to read the Preamble as a test of literacy. You should read it aloud first to model the intonation and pronunciation. Ask students to read the Preamble aloud, but do not expect them to understand it or pronounce it correctly word for word. They can do this with a partner or in a small group.

Lesson 4
Oral: You might need to give the students some ideas for item 3, such as income tax or stamps. Discuss government buildings in students' countries. Do they look similar or different? You might ask students to draw pictures of important buildings in their countries.

Written: This exercise may appear to be more difficult than it is. Be sure students look at the vocabulary definitions when they do the exercise. For example, students can look up Legislative for the first item and they will find the words Senate and Congress in the definition.

Information: The Roman numerals (I, II, etc.) here are for recognition only. You might ask students to put Arabic numerals (1, 2, etc.) next the the Roman numerals.

Exercise B: Many exercises will have more than one answer. Discuss different possibilities (ONLY if appropriate for the level of your students). For example, in item 1, students could say:

> The President gives ideas for treaties; or
> Congress okays treaties.

Testing skills: It is very important that students understand that native speakers use requests for clarification and stalling /pausing strategies all the time. Have the students role play a conversation using these strategies. Think of some other examples to share with the students.

Lesson 5

Note: The Bill of Rights is for everyone living in the U.S., not just citizens.

Oral: Contrast with students' countries. Could they do these same things in their own countries? (see lesson 5, exercise B)

Written: Unscrambling may be new to the students. Explain the idea of one letter per space. The pictures are not the words themselves, but symbols for the words.

Vocabulary: Note that the bold-face words are the new vocabulary words. Contrast with students' countries. For example, can police search people's houses in their countries without a search warrant?

Information: Amendment 2: We do not use the expression "to bear arms" but some students may have heard it. If necessary, you can explain it to them. Amendment 5: You might need to explain "free" meaning "not guilty." Explain the idea of self-incrimination-- you do not have to say anything, especially if it may be detrimental to your case. Ask students if they ever watch a TV program about courts. Have them share their impressions.

This is a good place to introduce the ordinal numbers. We usually

say "the *first* amendment," and so the students need to learn the ordinals.

Lesson 6
Oral: Ask students to guess or predict what the Constitution says.

Vocabulary: This is the first dictionary exercise. You might want to help students with dictionary skills, such as the procedure for alphabetizing and using guide words on the top of the dictionary pages. Try to get more advanced students to write definitions in their own words, rather than copying from the dictionary.

Written: Explain that this exercies is for scanning only.

Exercise A: This exercise is intended to check predictions from the beginning oral exercise.

Exercise B: This can be done individually or in groups.

Reading: Have students read the first sentence, "We have a *living* Constitution." Next, ask them to read the first paragraph and tell why we say we have a *living* Constitution.

Exercise C: You can have students ask their partner the questions orally.

Testing skills: Have students focus on WH question words. You might want to ask students to explain why they chose their answers (e.g., #1 C is wrong because it answers the question "Who"or "What", not the question "How many"). Point out that "how" is considered a WH question word.

Lesson 8
You might want students to be listening to the news on radio or TV outside of class during the days you do this lesson.

Oral: This could be done as a mixer -- have all the students stand up and circulate asking different people about their countries. When the class looks at the pictures, ask if they know anything about these presidents. (Stress that George Washington was the first President of the U.S.)

Information: Have the students write the names of the current President and Vice President on the lines in the boxes.

Exercise B: Tape TV or radio news programs to use in class. Tell students to listen for the President's and Vice President's names. If appropriate, use the newspaper (often reading the titles of articles will give enough information).

Lesson 9

Students should recognize that the Cabinet advises the President. They do not need to memorize all the Cabinet offices. Note: A new Cabinet office, Department of Veterans Affairs, becomes effective March 15, 1989.

Vocabulary: Make the vocabulary as relevant as possible. Find out which Cabinet offices the students are familiar with already.

Information: Try to build on information already covered and make this page as relevant as possible (e.g., Treasury takes our income tax money, INS is part of the Justice Department -- which printed this book, HHS collects and disburses Social Security money).

Exercise B: This game is similar to the old TV show *What's My Line?*, and the game *20 Questions.* Make up 13 cards with one member of the Cabinet on each card. Have 1 student come up and select one card (without showing card to others). The other students must ask YES/NO questions to guess which Cabinet member the student is. Encourage students to ask at least 3 - 5 questions before they try to guess the Cabinet. This game is often played in teams. Teams can earn points for all YES answers. There should be a penalty for guessing the wrong Cabinet member. Continue until all 13 cards have been chosen.

Testing skills: After students have circled their answers, have them role play the conversation using stalls, pauses and clarification requests.

Lesson 10

Oral: Encourage guessing and look at the vocabulary page for ideas.

Lesson 11

You might want to contact the League of Women Voters in your area. They can usually provide information about voting and examples of ballots and voting booths.

Oral: Students might want to look back at lesson 6 if they are having difficulty with the discussion questions.

Vocabulary: This dictionary exercise can be done in groups. Ask students to write the definitions in their own words. Groups can put their definitions on the blackboard and the class can edit them.

Information: Point out that the number of candidates on this chart is arbitrary. During an election year, ask if the students can name the candidates.

Exercise A: Have students focus on adverbials of time (At first, After the . . . , In the summer, on January 20th).

Exercies B: An interesting discussion can be generated by asking if voting is mandatory in their countries. Mention that voter turnout is low in the US and ask for their ideas as to the reason. This could become a debate: Should voting be mandatory in a democracy?

Reading: The concept of an electoral college is very difficult for most people to understand. You do not need to emphasize it. Discuss direct and indirect elections (e.g., the election of Senators is direct--based on the actual number of votes, whereas the election of the President is indirect--based on the number of electoral college votes).

Lesson 12

Oral: Have students guess how to complete the words--House of Representatives and Senate.

Information: Before or after reading the chart you could also do a listening discrimination exercise. For example:

Congress <u>can't</u> put a tax on exports.
Congress <u>can</u> make laws about taxes.

Students listen and decide if they hear CAN or CAN'T.

Exercise B: Encourage students to remember earlier lessons about the Constitution.

Testing skills: Ask students for other ways to request clarification and to stall (see Lessons 4 and 6).

Lesson 13
Oral: All of the states have representatives. This map only gives the total number for some of the states as an example. If you want, have your students investigate to find the number of representatives for the other states.

Oral: Additional questions for practice with the map:
Do any states have only one representative?
Do any states have less than 5 representatives?
Do any states have more than 20 representatives?
Does _____ (give a state's name) have more representatives than _____ (give another state's name)?
Does _____ have fewer representatives than _____?

Information: This chart may need clarification for students. Iowa has a total of 6 representatives. Each representative is responsible for 1 district.

Exercise C: Alaska has 1 representative; Idaho, two; California, 45; North Carolina, 11; and Virginia, 10.
Find out how many representatives your state has. Can students figure out the approximate population of your state?

Review: Have students write the name(s) of their representative(s). Sometimes INS officers ask this question during the citizenship interviews.

Lesson 14
Exercise C: Point out that today there are 50 states and 100 Senators. Review *majority*. Explain that 2/3 of 100 = 67. Numbers to be dictated:

1) Try an official	yes 70	no 30
2) Ratify a treaty	yes 90	no 10
3) Confirm an appointment	yes 45	no 55

Review: Have students write the names of their Senators. Sometimes INS officers ask this question during the citizenship interviews.

Lesson 15
Written: Note this exercise is matching <u>opposites</u> (simple examples could be happy/sad, clean/dirty, etc.)

Information: Follow the solid lines in this flow chart to show how a bill becomes law. This is a simplified version of the actual process. The dashed lines show ways that a bill can be defeated.

Exercise A: If your students need more writing practice, they can try to write the sentences in a paragraph.

Exercise B: Discuss other current issues being discussed in Congress.

Exercise C: Can be done orally or in writing.

Lesson 16

Note: As of late 1987, there were 13 Federal Circuit Courts of Appeals. The federal citizenship textbook only refers to 11.

Oral: Discuss the pictures.

1. Point out that the Post Office is a federal agency.
2. Point out that this is a first amendment issue.
3. This is not a federal issue--it is a local or state one.
4. No state has jurisdiction in the air.

Information: Explain that there are two types of court systems: federal and state.

Exercise A: Dictation (Students need to refer to the pictures and the Information.)

1. The post office robber can go to the Circuit Court of Appeals <u>first</u>.
2. There is one circuit court for each state.
3. A state makes laws about speed limits in cities. You drive too fast. The police office stops you. You can go to a federal district court.
4. The people can try to appeal to the Supreme Court.
5. Some courts do not have a jury.

Afterwards, discuss each question and answer with the students.

Reading: Reading is taken directly from text so it will be difficult. Exercise C will help the students understand the Reading.

Lesson 17

Oral: Review the three duties of federal courts from lesson 16 regarding problems with federal laws, problems with constitutional rights, and the appeals process. Ask students if the picture is about one of the three duties. Hijacking is a crime. Ask students where the hijacking happened. Then ask why a federal court hears the case.

Exercise A: Help students with the #1. Remind them that every sentence begins with a capital letter.

Reading: Read the following paragraph:

We talked about **11** duties of the federal courts. They hear cases about **federal** laws. They interpret laws to see if they are constitutional. They try to solve problems between **citizens** of two different states. If a foreign **government** has a problem with the government of Florida, it can bring a **case** to a federal court.

Lesson 18

This lesson is intentionally short.

Lesson 19

Oral: If appropriate for the level of your class, listen to radio or TV news or read the newspapers for ideas to discuss (question 4)

Testing skills: Have students role play the conversation using other examples of checks and balances.

Lesson 20

Exercise B: Encourage the students <u>not</u> to look at their partner's chart. They should cover it with a piece of paper.

Lesson 21

Oral: Point out that both state and federal governments have constitutions.

Exercise A: Do the first one together. Example:

The President is the head of the federal government
Who is the head of a state government? Governor

Note: A few states refer to their state representatives (or assemblymen) as "delegates."

Exercise B: This may be done orally or in writing.

Lesson 22
Oral: Students should think about earlier lessons (e.g., lesson 12).

Exercise B: You might want to do some investigating in your local area about jobs which require licenses. Use examples of students' jobs whenever possible (for example, beauticians). You might also want to contrast these with the students' countries.

Reading: The idea of a petition can be difficult to understand. Try to give the students an example from their state. Also some might have heard about referenda and initiatives. You can explain they are similar to petitions and are also examples of direct democracy.

Lesson 23
Information: Nebraska is the only state with one house in its state legislature.

Exercise B: You might want to have a mock campaign and have students make speeches. Try to elicit local problems they would address if they were running for mayor or city council.

Reading: This reading is taken directly from the textbook so it will be difficult for the students. You may want to begin with a scanning exercise:

1) What is the paragraph about? Scan. Report.
2) What do local courts do? Scan. Report.
3) What do we call judges in the local courts? Scan. Report.

Lesson 24
Exercise A: Question 3: Students may not know that we need to show a birth certificate to get a passport. (Note: In many other countries every adult has a national identity card.)

Reading: Again, this may be difficult to read. Give students some scanning questions first. For example:

1) What is the paragraph about? Scan. Report.
2) Are citizens involved with local schools? Scan. Report.
3) What does a school board do? Scan. Report.

You might want to reinforce the importance of parental involvement in the schools through PTA's or other groups.

Lesson 25
This lesson is a general review of the *U.S. Government Structure* book

Study Questions
Have students review these questions in preparation for the citizenship exam.

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recommend	Lesson 15
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(to) remove	Lesson 14
(to) repeal	Lesson 6
represent	Lesson 13

representative	Lesson 2
Representative	Lesson 13
(to) rescue	Lesson 24
research	Lesson 9
(to) resign	Lesson 6
restrictions	Lesson 6
(to) review	Lesson 16
safe	Lesson 24
(to) search	Lesson 5
Secretary	Lesson 9
session	Lesson 15
(to) sign	Lesson 15
slavery	Lesson 6
soldiers	Lesson 8
states	Lesson 1
supervisor (county supervisor)	Lesson 23
supreme	Lesson 2
Supreme Court	Lesson 16
title of nobility	Lesson 12
traffic	Lesson 24
tranquility	Lesson 3
treaty	Lesson 4
trial	Lesson 2
(to) try	Lesson 14
unreasonable	Lesson 5
veteran	Lesson 10
(to) veto	Lesson 8, 15
VP	Lesson 8
warrant	Lesson 5
welfare	Lesson 3
witness	Lesson 5

Answer Key

Lesson 1

A. 1. federal
2. federal
3. local

C. 1. The government makes the laws.
2. We have a democracy in the U.S.
3. —

Testing skills

D. 1. Circle (Where). I live in _____.
2. Circle (When). I came to the U.S. _____.
3. Circle (How many). There are 50 states in the U.S.

E. 1. c 2. a 3. b

Lesson 2

Written

1. T
2. T
3. F
4. F

Crossword Puzzle

Across	*Down*
2. government	1. branch
3. protects	2. guarantee
6. supreme	4. property
7. representative	5. trial

A. 1. principles
2. basic
3. religion
4. second
5. by
6. three
7. different

C. 1. T
2. T
3. F
4. F
5. F
6. F
7. T
8. T

Testing

1. b
2. a
3. a
4. a
5. b

Lesson 3

Vocabulary

1. c
2. i
3. g
4. f
5. a
6. e
7. d
8. b
9. h

A. Check numbers: 1, 3, 4, 6

Testing

1. b
2. a
3. c
4. a

Lesson 4

Written

1. Preamble
2. Treaties
3. Representatives
4. Ratify

A. 1. 7 (seven)
2. Representatives, Senate, decide, laws
3. chief
4. III
5. three, okay (or yes)

B. 1. The Senate okays treaties.

2. Article IV tells us each state has a republican form of government.

3. The Judicial decides if laws are okay.

4. Article VII tells about ratifying the Constitution.

5. The legislative part of the government decides taxes.

C. 1. I
2. III
3. II
4. I
5. IV
6. I
7. II

Lesson 5

Written

a) press - (2)
b) religion - (1)
c) police - (3)

Vocabulary

1. lawyer, witness
2. warrant
3. defense
4. fine

A. 1. The 5th amendment says you do not have to answer questions at your trial.

2. The Constitution lists many rights for the people.

3. The 4th amendment says the police can search your home when they have a warrant.

4. I cannot go to court and have a jury trial to get $18.00. (It must be for $20.00 or more.)

5. The 1st amendment says this is okay.

6. The states have other powers.

Testing

1. 6
2. 4
3. 1
4. 8
5. 5

Lesson 6

Written

1. Y
2. Y
3. Y
4. Y

B.
a. 12
b. 15
c. 17
d. 19
e. 22
f. 23
g. 24
h. 26
i. 20
j. 13
k. 14
l. 18
m. 21
n. 16
o. 11
p. 25

C. 2. Who must agree to an idea about an amendment?
Two-thirds of Congress or of the state legislatures.

3. How many states must ratify an amendment?
Three-fourths.

4. Why do we amend the constitution?
Because we want to change parts of the Constitution to use it today and in the future.

Testing

1. c, correct answer is: (b)
2. a, correct answer is: (b)
3. b, correct answer is (a)
4. a, correct answer is (c)

Lesson 7

Crossword Puzzle

Across
3. Bill of Rights
5. legislative
9. Congress
12. executive
13. freedom
15. amendment

Down
1. flag
2. houses
4. lawyer
6. elect
7. Powers
8. vote
10. speech
11. repeal
14. one

B.
1. a
2. a
3. c
4. b
5. a
6. b

C. 1a) We have three levels of government in the U.S.: federal, state and local.

2a) The U.S. Constitution is over 200 years old.

3c) The Constitution says the U.S. can fight in a war.

4b) Article 1 says the legislative makes the laws.

5a) The Bill of Rights is the first ten amendments of the Constitution.

6b) The amendments give black people, women and people over 18 years old the right to vote.

D.
1. g
2. b
3. e
4. h
5. f
6. c
7. d
8. a

Lesson 8

Written

1. veto
2. approve
3. advise
4. appoint
5. approve
6. advise
7. appoint

A. Check sentences numbered 1, 2, 5

C.
1. 35
2. in the U.S.
3. 14
4. 2
5. 35
6. in the U.S.
7. 14

Testing

1. a
2. c
3. b
4. b
5. b

Lesson 9

Written

a. 3
b. 1
c. 4
d. 2

A.
1. c
2. f
3. a
4. e
5. b
6. d

C. 1. How many executive departments are there?
2. Who appoints the members to the Cabinet?
3. What does the Cabinet discuss?

Testing

1. c
2. a
3. b
4. c

Lesson 10

1. EPA (Environmental Protection Agency)
2. U.S. Postal Service
3. Veteran's Administration
4. Commission on Civil Rights

Lesson 11

A. a. 4
b. 1
c. 3
d. 5
e. 2

C. 1. 16
2. 0
3. 0

Testing

1. b 2. c 3. b

Lesson 12

Written

1. Y
2. N
3. Y
4. N

A. 1. No
2. Yes
3. Yes
4. Yes
5. No
6. No
7. No

C. 1. When does a new Congress begin?
Every 2 years.

2. What do we call a meeting of Congress?
A session.

3. Where does Congress meet?
In the Capitol Building in Washington, D.C.

Lesson 13

Vocabulary

Across	*Down*
2. Representative	1. officials
5. House	3. propose
6. bill	4. district
7. represent	6. budget
8. impeach	

B. 2B) There are 435 members in the House.
3B) Only the House can propose tax bills.
4A) The term for a representative is 2 years.
5A) Representatives must be citizens for 7+ years.
6A) Representatives can impeach officials.

C. a. 1
b. 2
c. 45
d. 11
e. 10

Testing

1. c
2. b
3. a
4. c
5. c

Lesson 14

Written

1. say no
2. Senators
3. private
4. stay

A. 1. F
2. F
3. T
4. T
5. F
6. T

B. 1. A Senator's term is 6 years.
2. The House starts bills about taxes.
5. Senators represent a whole state.

C. 1. Y 2. Y 3. N

Testing

1. b
2. c
3. c
4. a
5. b

Lesson 15

Written

1. c
2. a
3. f
4. b
5. d
6. e

A. a) 3
b) 8
c) 1
d) 5
e) 2
f) 4
g) 6
h) 9
i) 7

C. 1. No
2. in the House and Senate
3. They sent it to the President.
4. He signed the bill.

Testing

1. c 2. b 3. a

Lesson 16

Written

$$\begin{array}{r} 1 \\ 3 \\ 1 \\ +2 \\ \hline 7 \end{array}$$

A. 1. F
2. F
3. T
4. T
5. F

B. 1. district (or lower)
2. hear
3. constitutional
4. courts
5. appeals
6. 13 (thirteen)
7. Supreme
8. one
9. Customs

C. Check sentence number 6.

Lesson 17

Vocabulary Crossword

Across	*Down*
1. constitutional	1. Customs
2. naturalization	2. laws
3. ambassador	3. lower

A. 1. Naturalization is the duty of federal courts.

2. Cases between U.S. citizens and foreign tourists go to federal courts.

3. A federal court hears cases about American ships.

Reading

incorrect	*corrent*
1. ~~twelve~~	eleven
2. ~~state~~	federal
3. ~~tourists~~	citizens
4. ~~office~~	government
5. ~~trial~~	case

Testing

1. c 2. a 3. a

Lesson 18

Vocabulary

1. d 3. c 5. b
2. f 4. a 6. e

A. 1. F 4. F
2. F 5. T
3. F

B. 1. The President appoints and the Senate approves.

2. Congress can try to impeach a justice.

3. 9

4. No

Lesson 19

Vocabulary

1. Cabinet
2. House
3. Executive
4. Congress
5. King
6. Secretary
7. Amendments
8. Navy
9. District
10. Bill
11. Approve
12. Law
13. Appeals
14. Nobility
15. Campaign
16. Election
17. Supreme

A. 1. No, they have balanced powers.
2. No, they have separate duties.
3. No, he won't.

B. 1. checks, balances
2. make, veto (sign)
3. unconstitutional
4. appoints, approve
5. remove

Lesson 20

A.

Across	*Down*
3. three	1. duties
6. laws	2. separate
9. power	4. House
10. President	5. checks
11. makes	7. Supreme
	8. Senate

B.

	President	VP	Senator	Representative
Age	35+ years	35+ years	30+ years	25+ years
Citizen	born in US	born in US	9+ years	7+ years
Residence	14+ years	14+ years	in state	in state
Term	4 years	4 years	6 years	2 years
Limit	2 terms	none	none	none
Total	1	1	100	435

C. 1. Senator, Representative

2. President, Vice President, Senator, Representative

3. President, Vice President, Senator, Representative

4. Senator, Representative

5. no office

6. President, Vice President, Senator, Representative

7. Senator, Representative

D. There are many duties. Here are some examples.

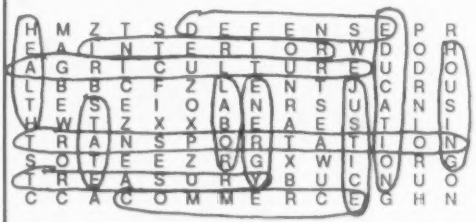
Legislative
1. passes laws
2. confirms appointments
3. approves treaties

Executive
4. enforces laws
5. appoints judges
6. makes foreign policy

Judicial
7. interprets laws
8. hears appeals cases
9. protects constitutional rights

CHECKS AND BALANCES:
a) can override veto
b) can impeach judges
c) can veto laws
d) appoints judges
e) can say law is unconstitutional
f) can say President's action is unconstitutional

F.



G. 1. district
2. appeals (appellate)
3. Supreme

H. 1. No
2. Yes
3. No
4. No
5. No
6. Yes
7. No
8. No
9. Yes

Lesson 21

Written

1. Y
2. Y
3. N
4. Y
5. N

A. a. Governor
b. Chief of Army and Navy (or Commander-in-Chief)
c. Vice President
d. Supreme Court
e. Local or State District Courts
f. Senate
g. House of Representatives or Assembly
h. Separation of Powers

B. 1. T
2. F
3. T
4. F

Testing

1. a
2. c
3. a
4. a
5. b

Lesson 22

Written: Check sentences numbered 1, 3, 4.

Vocabulary

1. petition
2. international
3. police
4. Los Angeles

A.

State	*Shared*
1. education	1. welfare
2. police	2. collect taxes
3. roads	3. courts
4. licenses	4. make laws

(These are four. There are others, too.)

Testing

1. 50
2. Police Department is one example. There are others. See **Reading**.
3. Yes in Article IV.
4. They use the tax money for public services like welfare.

Lesson 23

A. Check number 3: city manager.

Lesson 24

Vocabulary

1. i
2. j
3. e
4. h
5. c
6. f
7. d
8. g
9. b
10. a

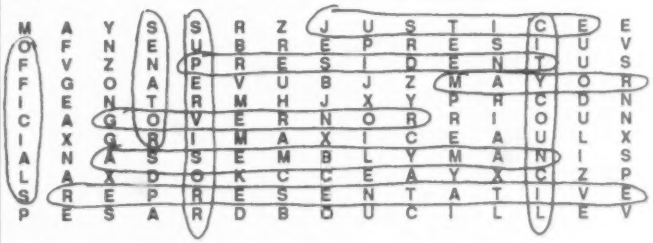
A. 1. Fire and Rescue Department
2. Roads/Highway Department
3. Clerk's Office
4. Police Department
5. Board of Education
6. —

Testing

1. a
2. b
3. c
4. a

Lesson 25

A.


M A Y S U R Z J U S T I C E E
O F N E B R E P R E S I D E N T V S
F V Z A P R E S I D E N T U S
F G O T E V U B J Z M A Y O R
I E N A R M H J X Y P R C D N N
C A G T O V E R N O R R I U N X
I X O R I M A X I C E A U L S
A N A S S E M B L Y M A N I S
L A X D O K C C E A Y X C Z P
S R E P R E S E N T A T I V E
P E S A R D B D U C I L E V

C.

Federal
gives money for defense
makes treaties
prints money
collects federal taxes
cases between citizens of 2 states
rules for international trade
State
passes state laws
National Guard
driver's licenses
cases between citizens of same state
rules for trade in one state
Local
School Board of Education
parking ticket
city council
water department
fire department

D. **Crossword Puzzle**

Across
2. ten
5. highest
7. speech
8. lawyer

Down
1. powers
2. three
3. rights
4. people
6. jury

E.
1. d
2. e
3. g
4. b
5. c
6. h
7. f
8. a

F.
1. 3
2. 100
3. 435
4. 1
5. 9
6. 50
7. 10
8. 1
9. +200
= 809
USA.

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